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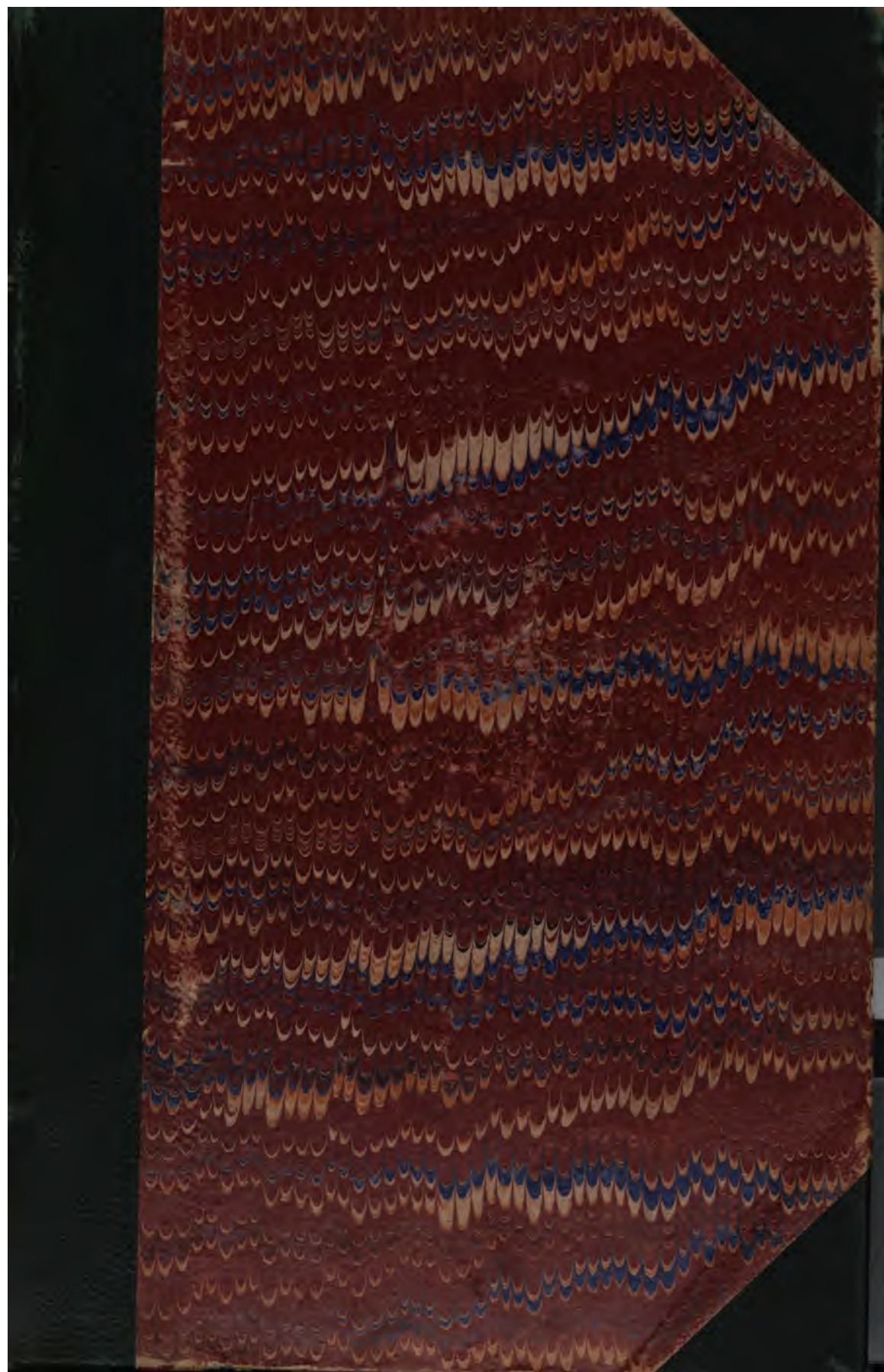
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TWENTY-EIGHTH

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE JANUARY 12, 1882.

ALBANY:
WEED, PARSONS AND COMPANY.
1882.

TWENTY-EIGHTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK :
DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, *January* 13, 1882. }

To the Legislature of the State of New York:

The Superintendent of Public Instruction, in obedience to the requirements of law, respectfully submits the following

REPORT.

The attendance at the public schools was less last year than during the year preceding. I believe the reason of this to be that the past year was one of almost unprecedented business prosperity, that many new manufacturing interests sprung up and old ones were revived, and that consequently many young people who, in other and less prosperous years, might have spent their time in school, were persuaded or compelled to take employment in manufacturing establishments, business and commercial houses, or to engage in other industrial pursuits. The period of school age in this State, as fixed by statute, is so extended, embracing all persons between the ages of five and twenty-one years, that when we are passing through an era of good times, and when business is active and prosperous, many young people above the age of fourteen years are put to work, and do not appear upon the lists of school attendance, although helping to swell the aggregate of school population. I do not for a moment believe that this decreased attendance indicates less interest in the schools, or that the system of public

instruction is less popular or useful than it has been in the past. The results accomplished are still worthy the large expenditures made, and it is, perhaps, proper to add that, in my judgment, the system has increased in efficiency in greater proportion than the attendance has fallen off.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State, on the thirtieth of September, was:

1880.....	11,263
1881.....	11,248
Decrease.....	15

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows, at the close of the year :

1880.	Log.	Frame.	Brick.	Stone.	Totals.
Cities.....	..	47	378	9	434
Towns.....	83	10,030	948	404	11,465
Totals.....	83	10,077	1,326	413	11,899
1881.					
Cities.....	..	45	387	9	441
Towns.....	78	10,028	956	391	11,453
Totals.....	78	10,073	1,343	400	11,894

Their number and classification, as reported for the years 1871 and 1881, were as follows :

Years.	Log.	Frame.	Brick.	Stone.	Totals.
1871.....	127	9,914	1,182	505	11,728
1881.....	78	10,073	1,343	400	11,894
Increase.....	..	159	161	....	166
Decrease	49	....	....	105	....

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, out-buildings, sites, fences, furniture and repairs, is as follows :

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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Years.	Cities.	Towns.	State.
1872.....	\$1,110,144 14	\$878,779 04	\$1,988,923 18
1873.....	1,050,926 50	943,206 39	1,994,132 89
1874.....	1,146,008 79	816,189 21	1,962,198 00
1875.....	1,126,107 23	801,859 70	1,927,466 93
1876.....	1,006,100 37	774,042 91	1,780,143 28
1877.....	774,186 56	584,217 79	1,358,404 35
1878.....	757,937 17	605,492 40	1,363,429 57
1879.....	701,769 83	528,694 38	1,230,464 21
1880.....	541,999 78	603,831 37	1,145,831 15
1881.....	874,775 13	592,585 87	1,467,361 00
Totals.....	\$9,089,955 50	\$7,128,399 06	\$16,218,354 56

The aggregate value of school-houses and sites in 1872, and in each successive year, is shown to be as follows :

Years.	Cities.	Towns.	State.
1872.....	\$15,165,314	\$9,350,936	\$24,516,250
1873.....	16,767,026	10,429,394	27,196,420
1874.....	19,006,446	10,209,703	29,216,149
1875.....	19,385,033	10,543,593	29,928,626
1876.....	20,363,519	10,654,385	31,017,904
1877.....	19,937,978	10,448,270	30,386,248
1878.....	19,800,490	10,347,099	30,147,589
1879.....	19,895,244	10,117,335	30,012,579
1880.....	20,230,928	10,516,581	30,747,509
1881.....	20,490,355	10,601,275	31,091,630

The average value of school-houses and sites in the towns, in the same years, was :

Years,	
1872.....	\$823 65
1873.....	919 38
1874.....	899 05
1875.....	927 96
1876.....	935 08
1877.....	916 91
1878.....	908 19
1879.....	885 78
1880.....	917 27
1881.....	925 63

The average value of school-houses and sites in the cities, for 1881, was \$46,463.39.

CHILDREN.

The whole number of children between the ages of five and twenty-one years, as reported, was :

Years.	Cities.	Towns.	State.
1880.....	813,058	828,115	1,641,173
1881.....	848,069	814,053	1,662,122

ATTENDANCE.

The number of pupils attending the public schools, some portion of the school year, was 1,021,282.

The whole number in attendance in each of the last ten years is shown in the following table :

Years.	Cities.	Towns.	State.
1872.....	409,272	614,858	1,024,130
1873.....	416,063	614,716	1,030,779
1874.....	438,049	606,315	1,044,364
1875.....	445,552	613,686	1,059,238
1876.....	449,049	618,150	1,067,199
1877.....	407,343	616,372	1,023,715
1878.....	416,468	615,584	1,032,052
1879.....	422,451	607,590	1,030,041
1880.....	428,451	603,142	1,031,593
1881.....	433,913	587,369	1,021,282

The whole number of days of attendance, for each of the last five years, was as follows :

Years.	Cities.	Towns.	State.
1877.....	48,324,446	53,055,752	101,380,198
1878.....	50,567,683	55,325,417	105,893,100
1879.....	51,916,598	54,061,265	105,977,863
1880....	51,933,883	53,997,879	105,931,762
1881.....	51,091,916	51,906,975	102,998,891

The following statement shows the average daily attendance of pupils :

Years.	Cities.	Towns.	State.
1874.....	215,907	299,318	515,225
1875.....	226,980	304,855	531,835
1876.....	231,412	310,198	541,610
1877.....	244,236	315,301	559,537

Years.	Cities.	Towns	State.
1878.....	252,704	324,902	577,806
1879.....	255,558	314,824	570,382
1880.....	258,351	314,738	573,089
1881.....	258,720	300,679	559,399

The average time each pupil in the towns attended school was seventeen and six-tenths weeks; in the cities, twenty-three and four-tenths weeks.

COUNTIES AND CITIES.	1. Number of children over 5 and under 21 years of age, for each qualified teacher.	2. Whole number of children attending school any portion of the year, for each qualified teacher.	3. Average daily attendance per teacher.	4. Percent. of average daily attendance on whole number of children between 5 and 21 years of age.	5. Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Albany.....	77	47	18	23.37	31.30
City.....	153	60	39	25.48	65.00
Cohoes.....	160	61	28	17.50	45.90
Allegany.....	45	39	20	44.44	51.28
Broome.....	40	34	19	47.50	55.88
Binghamton.....	81	50	34	41.97	68.00
Cattaraugus.....	49	39	20	40.81	51.28
Cayuga.....	45	37	19	42.32	51.35
Auburn.....	102	46	35	34.31	76.08
Chautauqua.....	50	36	20	40.00	55.55
Chemung.....	49	39	20	40.81	51.28
Elmira.....	75	52	37	49.33	71.15
Chenango.....	34	30	16	47.05	53.33
Clinton.....	64	46	21	32.81	45.65
Columbia.....	60	42	20	33.33	47.61
Hudson.....	153	59	39	25.48	66.10
Cortland.....	40	30	16	40.00	53.33
Delaware.....	36	30	15	41.38	50.00
Dutchess.....	74	45	21	27.02	46.66
Poughkeepsie.....	97	44	31	31.95	70.45
Erie.....	73	44	21	28.76	47.72
Buffalo.....	136	57	32	23.52	56.14
Essex.....	52	39	20	38.43	51.28
Franklin.....	53	39	20	37.73	51.28
Fulton.....	66	46	23	34.84	50.00
Genesee.....	64	44	22	34.37	50.00
Greene.....	49	40	19	38.77	47.50
Hamilton.....	36	28	13	36.11	46.42
Herkimer.....	51	39	20	39.21	51.28
Jefferson.....	41	32	16	39.02	50.00
Watertown.....	67	43	29	40.29	67.44
Kings.....	128	68	32	25.00	47.05
Brooklyn.....	148	73	39	26.35	53.42
Lewis.....	45	33	16	35.55	48.48
Livingston.....	55	40	20	50.00	50.00
Madison.....	44	35	19	43.18	54.28
Monroe.....	67	47	24	58.32	51.06
Rochester.....	144	48	32	22.22	66.66
Montgomery.....	82	52	24	29.26	46.15
New York.....	127	72	43	33.85	59.72
Niagara.....	69	47	23	33.33	48.93
Lockport.....	90	62	36	40.00	58.06

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age, for each qualified teacher.	Whole number of children attending school any portion of the year, for each qualified teacher.	Average daily attendance per teacher.	Per cent. of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Oneida.....	54	39	20	37.03	51.28
Utica.....	112	49	31	27.64	63.26
Onondaga.....	54	43	23	42.59	53.49
Syracuse.....	100	50	38	38.00	76.00
Ontario.....	55	42	22	40.00	52.38
Orange.....	78	53	27	34.61	50.94
Newburgh.....	107	60	38	35.51	63.33
Orleans.....	53	41	21	39.62	51.21
Oswego.....	48	38	20	41.67	52.63
City.....	121	59	41	33.89	67.79
Otsego.....	39	31	17	43.58	54.83
Putnam.....	61	46	21	34.42	45.65
Queens.....	106	60	30	28.30	50.00
Long Island City.....	114	76	43	36.84	56.05
Rensselaer.....	78	47	24	60.56	51.06
Troy.....	130	58	33	25.38	56.89
Richmond.....	139	70	35	25.10	50.00
Rockland.....	92	60	27	29.34	45.00
St. Lawrence.....	45	35	19	42.22	54.28
Ogdensburg.....	129	74	38	21.70	51.35
Saratoga.....	55	39	20	36.36	51.28
Schenectady.....	52	37	18	34.61	48.64
City.....	118	57	37	31.35	64.91
Schoharie.....	44	35	17	38.63	48.57
Schuyler.....	41	33	19	46.34	57.57
Seneca.....	61	43	23	37.70	53.49
Steuben.....	50	39	20	40.00	51.28
Suffolk.....	74	50	26	35.13	52.00
Sullivan.....	58	43	19	32.75	44.18
Tioga.....	47	39	20	42.55	51.28
Tompkins.....	46	38	21	45.65	55.26
Ulster.....	87	59	27	31.03	45.76
Warren.....	52	37	16	30.76	43.24
Washington.....	49	38	19	38.77	50.00
Wayne.....	56	43	23	41.07	53.49
Westchester.....	95	52	28	29.47	53.84
Yonkers.....	124	62	33	26.61	37.09
Wyoming.....	46	37	20	43.47	54.05
Yates.....	46	37	20	43.47	54.05
Towns.....	57	41	21	36.84	51.21
Cities.....	130	67	40	30.76	59.70
State.....	80	49	27	33.75	55.10

SCHOOL TERMS.

The average length of school terms in the cities was forty and three-tenths weeks; in the whole State, thirty-five and five-tenths weeks.

The following table shows the average length of time the schools were in session, in the towns, for each of the ten years mentioned:

Years.	Weeks.
1872.....	32.4
1873.....	32.4
1874.....	32.4
1875.....	32.4
1876.....	32.4
1877.....	33.1
1878.....	33.5
1879.....	33.5
1880.....	33.5
1881.....	33.3

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools, during the year, was as follows:

Common schools.....	1, 021, 282
Normal schools.....	5, 944
Academies.....	31, 114
Colleges.....	6, 251
Private schools.....	108, 309
Law schools.....	603
Medical schools.....	3, 069
Total.....	<u>1, 176, 572</u>

TEACHERS.

The whole number of teachers employed in the common schools was :

Years.	Males.	Females.	Totals.
1880.....	7,992	22,738	30,730
1881.....	7,669	23,157	30,826

The number reported as "employed at the same time for twenty-eight weeks or more," in each of the last five years, is given in the following table:

Years.	Cities.	Towns.	State.
1877.....	5,890	13,848	19,738
1878.....	5,988	13,960	19,948
1879.....	6,194	14,103	20,297
1880.....	6,358	14,239	20,597
1881.....	6,481	14,250	20,731

For many years there has been an annual increase in the number of teachers employed for the full legal term of school. This exhibit shows an increasing interest in educational work, and is encouraging to those who wish to engage in teaching.

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed :

	Normal Schools.	Supt. Pub. Inst.	Local Officers.	Totals.
1880.				
Cities.....	354	402	6,400	7,156
Towns.....	714	681	22,179	23,574
Totals.....	1,068	1,083	28,579	30,730
1881.				
Cities.....	305	381	6,571	7,257
Towns.....	790	583	22,196	23,469
Totals.....	1,095	964	28,767	30,826

TEACHERS' WAGES.

The amount expended for teachers' wages was :

Year.	Cities.	Towns.	State.
1874	\$3,880,536 24	\$3,720,982 49	\$7,601,518 73
1875.....	4,071,500 23	3,778,167 15	7,849,667 38
1876.....	3,220,033 27	3,745,771 24	7,965,804 51
1877.....	4,292,195 98	3,623,437 53	7,915,633 51
1878.....	4,240,294 30	3,516,550 01	7,756,844 31
1879.....	4,226,050 50	3,374,341 50	7,600,392 00
1880.....	4,296,887 89	3,342,033 99	7,638,921 88
1881.....	4,413,319 98	3,362,185 24	7,775,505 22

The average annual salary for each teacher, calculated from the foregoing statement, was :

Years.	Cities.	Towns.	State.
1874	\$741 26	\$278 38	\$408 57
1875.....	734 26	279 28	411 55
1876.....	740 09	273 73	411 83
1877.....	728 73	261 66	401 04
1878.....	708 13	251 90	388 85
1879.....	682 28	239 26	374 45
1880.....	675 82	234 70	369 56
1881.....	680 96	235 94	375 06

The average weekly wages was:

Years.	Cities	Towns.	State.
1876	\$18 13	\$8 45	\$11 73
1877	17 43	7 90	11 23
1878	17 27	7 52	10 86
1879	16 60	7 14	10 45
1880	16 68	7 00	10 35
1881	16 89	7 08	10 56

DISTRICT QUOTA.

The "district quota" is determined annually, on or before the 20th of January, by dividing the aggregate amount apportioned for that purpose by the number of teachers employed during the previous year, in the several districts, for the prescribed legal term of twenty-eight weeks.

The amount paid as a "district quota" was:

Years.	
1877.....	\$50 80
1878.....	52 14
1879.....	48 42
1880.....	47 60
1881.....	46 88
1882.....	46 50

SUMMARY.

The following is a summary of the statistical reports for the year ending September 30, 1881. For a detailed statement by counties, see table No. 4, in the appendix.

	Cities.	Towns.	State.
Number of districts.....		11,248	11,248
Number of teachers employed at the same time for twenty-eight weeks or more.....	6,481	14,250	20,731
Number of children between 5 and 21 years of age.....	848,069	814,053	1,662,122
Number of male teachers employed.....	883	6,998	7,669
Number of female teachers employed.....	6,574	16,583	23,157
Number of children attending the common schools.....	433,913	587,389	1,021,282
Average daily attendance.....	258,720	300,679	559,399
Number of visitations by school commissioners.....		18,499	18,499
Number of volumes in district libraries.....	163,589	543,566	707,155
Number of log school-houses.....		78	78
Number of frame school-houses.....	45	10,028	10,073
Number of brick school-houses.....	387	966	1,343
Number of stone school-houses.....	9	391	400
Whole number of school-houses.....	441	11,453	11,894

PUBLIC MONIES.

The following table shows the receipts and payments on account of the Common School Fund during the year:

Receipts.

Interest on bonds for lands.....	\$11,978 92
Interest on bonds for loans.....	2,427 04
Interest on loan of 1840.....	2,593 61
Interest on United States bonds.....	74,427 33
Interest on District of Columbia bonds.....	3,650 00
Interest on money in the treasury.....	79,845 40
Dividends on Manhattan Co. stock.....	3,500 00
Rents of lands.....	43 50
	<hr/>
	\$178,465 80
Amount transferred from United States Deposit Fund.....	97,782 73
	<hr/>
	<u>\$276,248 53</u>

Payments.

Deficiency, October 1, 1880.....	\$15,806 97
Dividends to common schools.....	245,400 00
School commissioners' salaries.....	22,382 73
Indian schools.....	5,934 71
Premium on stock purchased.....	2,650 00
	<hr/>
	\$292,174 41
Deficiency, September 30, 1881.....	15,925 88
	<hr/>
	<u>\$276,248 53</u>

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the year:

Receipts.

Balance on hand October 1, 1880.....	\$241,741 40
Proceeds of tax.....	2,861,711 38
Interest on deposits.....	3,799 87
Money returned on erroneous apportionment.....	885 20
	<hr/>
	<u>\$3,108,137 85</u>

Payments.

Regular apportionment to counties.....	\$2,745,234 78
Supplementary apportionment.....	1,756 62
Normal school at Albany.....	18,795 90
Normal school at Brockport.....	17,515 51
Normal school at Buffalo.....	17,627 19
Normal school at Cortland.....	13,815 13
Normal school at Fredonia.....	17,569 03
Normal school at Geneseo.....	17,752 98
Normal school at Oswego.....	20,602 37
Normal school at Potsdam.....	17,375 57
Indian schools.....	3,605 08
Teachers' Institutes.....	16,513 46
Fees of county treasurers.....	2,468 50
School commissioners.....	67,137 71
Balance on hand September 30, 1881.....	130,368 02
	<hr/>
	\$3,108,137 85

The tax for the current year will leave a small surplus in the Free School Fund over appropriations, but in view of the fact that the salaries of school commissioners are now payable out of this fund, I think the rate of taxation for school purposes fixed at the last session of the Legislature ought not to be lowered.

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the fiscal year ending September 30, 1882, are to be derived from the following sources:

From the United States Deposit Fund.....	\$75,000 00
From the Common School Fund.....	170,000 00
From the State School Tax.....	2,839,600 00
	<hr/>
	\$3,084,600 00

The apportionment has been made, as required by law, and is as follows:

For salaries of school commissioners.....	\$89,600 00
For supervision in cities and villages.....	46,800 00
For libraries.....	50,000 00
For contingent fund, including \$78.48 for separate neighborhoods.....	1,137 47
For Indian schools.....	3,274 53
For district quotas....	964,596 00
For pupil and average attendance quotas.....	1,929,192 00
	<hr/>
	\$3,084,600 00

and **Pooler** assist in any extra work. Sessions were held in fifty-eight counties.

The law governing institutes is not applicable to New York, and the territory of Hamilton county is so situated that all the teachers thereof can be better accommodated in the counties bordering thereon than they can be at any one place in their own county. In eighteen counties a second institute was held, and also one at Salamanca for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations, making an aggregate of seventy-seven institutes during the year.

For further information you are respectfully referred to the table in the appendix and to the one following :

State appropriation for the support of academies..	\$42,915 19
State appropriation for teachers' classes in academies.....	11,395 00
For teachers' institutes.....	16,513 46
For normal schools.....	161,737 02
For Cornell University.....	23,600 00
For Elmira Female College.....	3,380 00
For Indian schools.....	9,539 79
For salaries of school commissioners.....	22,382 73
For Department of Public Instruction.....	20,946 59
For Regents of the University.....	9,007 48
Total.....	\$11,130,126 78
Corresponding total for 1880.....	10,705,872 09
Increase.....	\$424,254 69

DISTRICT LIBRARIES.

The reports of school officers show that the school district libraries are neglected. There has been a steady annual decrease in the number of volumes reported. The current literature and newspapers are in a great measure read in place of the books which were formerly in these libraries, and which at one time were used both by the scholars and residents of the district. I do not think much good results from the apportionment of the library money, as district libraries are managed. In former reports I have made recommendations on this subject, and the same are respectfully renewed.

TEACHERS' INSTITUTES.

Although there was a decreased attendance at the teachers' institutes last year, I do not believe they were any less popular than formerly. They were certainly as interesting and profitable to those in attendance as at any time since they were organized. What I have been endeavoring to do for years has finally been accomplished, viz., the employment of a regular corps of institute conductors who give their entire time and attention to this work, which is one of great importance. This was tried as an experiment during the past year, and although the expenses were somewhat increased, the general results have been such as to warrant the Department in continuing this policy. I believe it is a step which will make the institutes more effective than heretofore. The regular conductors employed are Profs. Jonhannot, Post, Lantry and Kennedy. Profs. Northam

and Pooler assist in any extra work. Sessions were held in fifty-eight counties.

The law governing institutes is not applicable to New York, and the territory of Hamilton county is so situated that all the teachers thereof can be better accommodated in the counties bordering thereon than they can be at any one place in their own county. In eighteen counties a second institute was held, and also one at Salamanca for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations, making an aggregate of seventy-seven institutes during the year.

For further information you are respectfully referred to the table in the appendix and to the one following :

TEACHERS' INSTITUTES.
COMPARATIVE SUMMARY for the ten years ending December 31, 1881.

YEARS.	Number of coun- ties.	Number of Insti- tutes.	Number of teach- ers in attend- ance.	Average number of teachers per county.	Average number of teachers per institute.	Percent of attend- ance on the whole number of teach- ers in counties where institutes are held.	Amount paid by the State.	Average expense per county.	Average expense per teacher.
1872.....	54	55	8,683	161	158	71.4	\$15,724 48	\$291 19	\$1 81
1873.....	55	55	9,864	179	179	80.0	14,830 79	271 47	1 51
1874.....	58	58	11,478	198	198	72.2	16,319 39	281 36	1 42
1875.....	58	58	10,833	188	188	67.0	16,207 89	279 44	1 48
1876.....	58	59	10,991	189	187	66.0	13,119 78	228 20	1 19
1877.....	58	59	11,892	205	201	70.4	13,010 84	224 48	1 09
1878.....	58	73	13,354	230	182	78.1	14,088 01	253 41	1 10
1879.....	58	78	14,569	251	186	84.2	14,829 22	255 67	1 01
1880.....	58	79	15,404	265	195	87.8	15,618 50	269 28	1 01
1881.....	58	77	13,249	227	171	74.8	16,496 87	282 01	1 28

INDIAN SCHOOLS.

The following is a statement of the receipts and payments on account of Indian schools during the fiscal year :

Receipts.

Balance on hand October 1, 1880.....	\$471 07
Appropriation, chapter 141, Laws of 1880.....	5, 000 00
Special appropriation, chapter 475, Laws of 1881.....	1, 000 00
Apportionment from Free School Fund	3, 389 35
Total.....	<u>\$9, 860 42</u>

Payments.

Allegany and Cattaraugus reservations	\$6, 058 76
Oneida and Madison reservations	395 00
Onondaga reservation	294 70
St. Regis reservation.....	625 00
Shinnecock and Poospatuck reservations	648 26
Tonawanda reservation.....	845 10
Tuscarora reservation	630 09
Visiting expenses.....	42 88
Balance on hand September 30, 1881, appropriations and apportionment.....	320 63
Total.....	<u>\$9, 860 42</u>

The number of children of school age reported as residing on the several reservations is 1,607, of which number 1,175 attended school some portion of the year, the average daily attendance being 570.

An appropriation of \$6,000 from the Common School Fund will be required for the maintenance of these schools during the next fiscal year. Reports of the several local superintendents of Indian schools are appended hereto.

SCHOOLS FOR THE DEAF AND DUMB.

Thirteen hundred and twenty-three pupils were under instruction in the several institutions for the deaf and dumb during the year, and were apportioned as follows:

New York Institution (Washington Heights).....	519
New York Institution (Lexington Avenue).....	137
Buffalo Institution	128
Rome Institution.....	168
Rochester Institution	132
Fordham Institution	239

Six hundred and forty-nine of the above were State pupils, 455 were county pupils, 128 were supported by the State of New Jersey, and 91 by parents, guardians or friends. The several institutions are performing faithfully and well the work allotted to them. Appended to this report will be found statements from the superintendents of the several institutions, giving in detail many interesting facts; and to those statements I respectfully invite your attention.

NEW YORK INSTITUTION FOR THE BLIND.

On the 30th day of September, 1880, there were in the New York Institution for the Blind 202 pupils; the number received during the year was 33, making 236 pupils under instruction.

During the year the health of the institution has been excellent.

The course of study is substantially the same as heretofore pursued. A detailed report will be found in the appendix.

NAUTICAL SCHOOL.

The report of the Chamber of Commerce of the State of New York, in reference to the annual examination of the Nautical School in the Port of New York, is printed in the appendix. I respectfully call your attention to this document, which is both interesting and important.

EDUCATIONAL MEETINGS.

The eighteenth annual meeting of the University Convocation was held in the Assembly Chamber during the month of July. At the annual meeting of the Regents of the University held in January, 1881, Hon. Henry R. Pierson was elected Chancellor of the Board, and Dr. David Murray was appointed Secretary.

The New York State Teachers' Association held its annual session at Saratoga Springs.

The last meeting of school commissioners and city superintendents was held at Utica in December, 1880. At that time it was deemed advisable to hold the next session in January, 1882, in order that persons elected school commissioners at the general election of 1881 might have opportunity to take part officially in the proceedings, the terms of school commissioners-elect having begun on the first day of January, 1882. In view of this the next meeting will be held in Albany during the present month.

TEACHERS' CLASSES IN ACADEMIES.

Under the provisions of chapter 425, Laws of 1877, the Regents of the University are authorized to designate academies and union schools in the several counties of the State in which instruction shall be given "in the science and practice of common school teaching." The law provides that "every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than ten weeks, all of which shall be in one school term," for which payment is to be made "at the rate of one dollar for each week's instruction of each scholar." The annual appropriation for this work has been made from the income of the United States Deposit Fund. Owing to the insufficiency of the income of this fund to meet the different appropriations made from it, it was impossible to appoint the usual number of classes during the academic year, 1880-81, and the only classes appointed were in the spring term. A list of such designated institutions will be found in the appendix.

Under the provisions of chapter 1, Laws of 1881, the salaries of school commissioners are to be paid from the Free School Fund instead of, as formerly, from the income of the United States Deposit Fund, thus relieving such income to a large amount, and so making sure provision for the payment of teachers' classes as long as the Legislature may see fit to continue them. I earnestly recommend their continuance. The appointment of a competent person to visit and inspect these classes and to report in reference thereto is very desirable, and it is hoped that some provision for this purpose can soon be made.

SUPERVISION.

City superintendents of schools in nearly all the cities of the State are appointed by the respective boards of education. School commissioners for the rural districts are elected by the people in the various school commissioner districts for a term of three years. Elections for these officers were held at the last general election in all the school commissioner districts of the State, with the exception of the second school commissioner district of Tompkins county, in which district an election for school commissioner was held in 1880. Many changes have been made, and the services of some capable and faithful officers have been lost. How well the new officers will discharge their duties can be known only in the future.

As a rule school commissioners have been faithful and earnest in their labors, and I hope the service will not materially suffer by the changes made, but that the new officers will work as well and faithfully as their predecessors.

STATE CERTIFICATES.

Under the provisions of section 5, chapter 567, Laws of 1875, I ordered examinations of applicants for State certificates to be held, commencing on Tuesday, the 12th day of July, 1881, at Albany, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown. Profs. J. S. St. John and W. V. Jones conducted the examination at Albany; Supt. T. W. Field and Prof. Francis P. Lantry, at Brooklyn; Prof. Ruggles E. Post and Supt. Christopher G. Fox, at Buffalo; Profs. Charles T. Pooler and J. K. Monks, at Elmira; Prof. James Johonnot at Plattsburgh; Prof. John Kennedy and Supt. Edward Smith, at Syracuse, and Prof. Henry C. Northam and Supt. Fred Seymour, at Watertown. Thirty-four candidates presented themselves for examination, of which number twelve succeeded in passing and were recommended as proper persons to hold State certificates, which were accordingly issued to them. The following is a list of the successful candidates:

Alexander R. Baker, Cedar Hill, Albany county; George H. Quay, Knox, Albany county; Edward Wait, Lansingburgh, Rensselaer county; Sarah E. Watkins, Sandy Hill, Washington county; William S. Hall, Westchester, Westchester county; Bell Dow, No. 5 West Twenty-second street, New York; Ellen Golden, North Barton, Tioga county; Emmet L. Maxson, Woodhull, Steuben county; Evelyn Marihew, Sandy Hill, Washington county; Asa B. Copeland, Mannsville, Jefferson county; S. Whitford Maxson, Adams Centre, Jefferson county; Charles E. Hocknell, Watertown, Jefferson county.

It is worthy of mention that two of the successful candidates were school commissioners, viz., Alexander R. Baker and Edward Wait, who are to be commended for the example they have given to the teachers of the State.

The circular and reports of the examining committees are printed in the appendix.

WOMEN AS VOTERS AND SCHOOL OFFICERS.

In my last annual report I closed an article on this subject, as follows: "I therefore recommend that the qualifications of legal

voters at school meetings be definitely determined by the Legislature, that the same rights be extended to women as to men, and that suffrage at school meetings be made as broad as in the judgment of the Legislature may seem wise." This recommendation was made because discussion had arisen as to the true construction of the act passed by the Legislature, chap. 9, Laws of 1880, when taken in connection with other statutes. That act reads as follows: "No person shall be deemed to be ineligible to serve as any school officer or to vote at any school meeting, by reason of sex, who has the other qualifications now required by law." At the last session of the Legislature, section 12, title 7, General School Law of the State was amended in accordance with the recommendations made, and in the amendment it is stated in explicit terms what persons are entitled to vote at school meetings. I issued the following circular in reference to this matter:

STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *June 25, 1881.* }

To School Commissioners:

Last year a circular was issued from this Department which defined the qualifications of voters at school meetings. In that circular the opinion was given that females who did not own or hire taxable real estate were not entitled to vote. The law which had been passed by the Legislature evidently did not accomplish all that was intended by its authors. During the present session of the Legislature the law has been amended, and now gives to women certain rights in the matter of voting to which they were not legally entitled under the law of 1880. For your information I send a copy of the act as it has passed the Legislature, and been approved by the Governor. It is an amendment to section 12, title 7, General School Law of the State, and states in explicit terms what persons (male and female) are entitled to vote at school meetings. The following is a copy of the act:

§ 12. Every person of full age residing in any neighborhood or school district and entitled to hold lands in this State, who owns or hires real property in such neighborhood or school district liable to taxation for school purposes, and every resident of such neighborhood or district who is a citizen of the United States, above the age of twenty-one years, and who has permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school for a period of at least eight weeks within one year preceding, and every such resident and citi-

zen as aforesaid, who owns any personal property assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other, shall be entitled to vote at any school meeting held in such neighborhood or district.

I also desire to call your attention to the fact that, heretofore, citizens of the United States who would, at school meetings, make the declaration prescribed in section 13, title 7, General School Law, to the effect that they were possessed of personal property liable to be taxed for school purposes, exceeding \$50 in value, exclusive of such as is exempt from execution, could tender their votes, and that those votes could not be excluded. Under the amended law to which I have referred you, such votes cannot be taken, whether they be offered by males or females, unless it can be shown that the persons offering such votes are entitled to hold lands in this State, and hold taxable real estate, or that they are citizens of the United States, and have permanently residing with them a child or children of school age, who attended the district school for a period of at least eight weeks during the preceding year, or that they are citizens of the United States, and have actually been assessed on the last preceding town assessment-roll to an amount exceeding \$50.

There are still three classes of voters at school meetings in this State:

I. Persons (male and female) who are residents of the district, of the age of twenty-one years, entitled to hold lands in this State, who either own or hire real estate in the district liable to taxation for school purposes.

II. Citizens of the United States (male and female), above the age of twenty-one years, who are residents of the district, and who have permanently residing with them a child or children of school age, some one or more of whom shall have attended the school of the district for a period of at least eight weeks within the year preceding the time at which the vote is offered. Under this clause of the law, both the fathers and the mothers of the children referred to are entitled to vote.

III. Citizens of the United States (male and female), above the age of twenty-one years, who are residents of the district, and who have been assessed on the last preceding town assessment-roll for personal property exceeding \$50 in value, exclusive of such as is exempt from execution.

Your obedient servant,

NEIL GILMOUR,

Superintendent.

Although there is still difference of opinion as to the proper construction of this law, it will be seen that I have construed it liberally and in accordance with what was the evident intent of the Legislature. This departure, in conferring suffrage on women at school meetings, and in making them eligible to serve as school officers, is in the right direction; there are already good results from this law, and I confidently predict that the school interests of the State will be benefited thereby.

NORMAL SCHOOLS.

The past year was a successful one in the history of the normal schools of the State. It is generally conceded that they are doing a good and needed work. I recommend that the usual appropriations for their maintenance be made. Detailed reports are printed in the appendix.

It will be remembered that the State Superintendent of Public Instruction, believing that the efficiency of the Cortland Normal and Training School could be increased by a change in the management, removed the former principal, after his refusal to resign, and appointed Prof. James M. Cassety in his place. The local board refused to recognize the right of the Superintendent to make such removal and appointment, and, being in possession of the building, Prof. Cassety was prevented by the local board from acting as principal. The Attorney-General, Hon. Hamilton Ward, in behalf of the Superintendent, applied to the Supreme Court for "a mandamus to compel the local board to terminate the employment of Dr. Hoose and to no longer permit him to act as principal in such school, and to recognize Prof. Cassety as principal thereof." The court granted the prayer of the Superintendent, and Mr. Justice Martin rendered a very carefully written opinion, which was published in my last annual report.

The local board appealed from the writ issued to the General Term of the Supreme Court, and the judgment of the court at Special Term was affirmed. An appeal has been taken to the Court of Appeals, but the case has not yet been argued. Notwithstanding the controversy, the Cortland Normal School has never been more prosperous than at present. The principal gives his entire time and attention to the work of instruction and supervision of the school; the faculty is united and harmonious, and a healthy, moral and intellectual tone exists. The confidence of pupils and patrons has been

secured, and the attendance has increased. Prof. Cassety is entitled to great credit for his able, careful and judicious management of the school.

CONCLUSION.

The great object of the common schools is to make good citizens and to prepare the youth of the country for the duties and responsibilities of life ; this I believe they do. Recently John Bright delivered a speech in Wales on common schools, and an extract therefrom is so applicable to the common school system of our own State, setting forth what is accomplished under that system, that I herewith quote it :

"I have sometimes heard it said that the rich themselves could not have the advantage of going to the board schools. In many parts — in fact, I am not sure if not in all portions — of the United States, but I am quite sure that in New England States the schools are attended by children of all classes. I recollect Mr. Adams — who, many years ago, was the minister for the United States in this country, a member of one of the oldest and highest families in America, if I can use such language, whose father had been President of the United States, and whose grandfather also had been President of the United States—always went to the same school with the son of his father's gardener, they meeting and learning together.

* * * * What I want the people to do and know is that which prepares them for their daily duty, which gives them self-respect, and which teaches them to respect others, which makes them better children in their families, which teaches them to respect and have regard and reverence for their parents."

NEIL GILMOUR,

Superintendent of Public Instruction.

DOCUMENTS

ACCOMPANYING THE

REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

LIST OF DOCUMENTS

ACCOMPANYING THE

TWENTY-EIGHTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

- Table No.** 1. Statement of State tax levied in 1876 and in 1881.
2. Statement of school tax paid and school moneys received by each county.
3. Apportionment of school moneys.
4. Abstract of statistical reports of School Commissioners.
5. Abstract of financial reports of School Commissioners.
6. Investment of the capital of the School Fund.
7. Comparative statistical and financial statements for the years 1876 and 1881.
8. Statistics of Teachers' Institutes.
9. Statistics of Normal Schools.
- Document A.** Report of the Council of the Nautical School, New York city.
B. Reports of examining committees for State certificates.
C. Report of the Principal of the Institution for the Instruction of the Deaf and Dumb.
D. Report of the Principal of the New York Institution for the Improved Instruction of Deaf-Mutes.
E. Report of the Principal of the St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.
F. Report of the Principal of the Central New York Institution for Deaf-Mutes.
G. Report of the Principal of the Western New York Institution for Deaf-Mutes.
H. Report of the Principal of the Lie Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.
I. Report of the Principal of the New York Institution for the Blind.

- J. Report of the Superintendent of the Allegany and Cattaraugus Indian Reservations.
- K. Report of the Superintendent of the Onondaga Indian Reservation.
- L. Report of the Superintendent of the Shinnecock and Poospatuck Indian Reservations.
- M. Report of the Superintendent of the Tonawanda Indian Reservation.
- N. Report of the Superintendent of the Tuscarora Indian Reservation.
- O. Annual Report of the Normal School at Albany.
- P. Annual Report of the Normal School at Brockport.
- Q. Annual Report of the Normal School at Buffalo.
- R. Annual Report of the Normal School at Cortland.
- S. Annual Report of the Normal School at Fredonia.
- T. Annual Report of the Normal School at Geneseo.
- U. Annual Report of the Normal School at Oswego.
- V. Annual Report of the Normal School at Potsdam.
- W. Normal School circular.
- X. List of Academies to instruct common school teachers.
- Y. List of School Commissioners.
- Z. Reports of School Commissioners.

TABLE No. 1.

STATEMENT of the State Tax of one and one-fourth mills levied in 1876, and of the State Tax of one and fourteen one-hundredth mills levied in 1881, for the support of Common Schools.

COUNTIES.	1876.		1881.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Albany.....	\$58,460,770	\$73,075 96	\$67,372,736	\$76,804 92
Allegany.....	10,075,763	12,594 70	11,183,196	12,748 84
Broome.....	11,744,431	14,680 54	13,405,482	15,282 24
Cattaraugus.....	11,246,282	14,057 85	13,461,422	15,346 02
Cayuga.....	22,226,282	27,782 83	24,638,183	28,087 53
Chautauqua.....	19,482,511	24,353 14	21,052,106	23,999 40
Chemung.....	11,161,029	13,951 29	13,548,632	15,445 44
Chenango.....	14,464,611	18,080 76	15,357,414	17,507 45
Clinton.....	7,896,586	9,833 23	8,276,332	9,435 02
Columbia.....	25,330,571	31,663 21	26,611,833	30,337 49
Cortland.....	8,214,462	10,268 08	8,830,413	10,066 67
Delaware.....	10,384,402	12,980 50	11,225,599	12,797 19
Dutchess.....	37,682,508	47,103 13	41,300,553	47,082 63
Erie.....	70,337,112	87,921 39	82,904,716	94,511 38
Essex.....	8,151,684	10,189 60	8,744,328	9,968 54
Franklin.....	6,118,155	7,647 69	6,667,571	7,612 43
Fulton.....	4,720,689	5,900 86	5,569,077	6,348 74
Genesee.....	15,839,322	19,799 15	17,559,775	20,018 14
Greene.....	8,194,828	10,243 53	9,187,526	10,473 78
Hamilton.....	730,566	913 21	793,856	905 00
Herkimer.....	13,409,357	16,761 70	14,742,008	16,805 89
Jefferson.....	18,579,006	23,223 76	21,170,467	24,134 33
Kings.....	230,939,534	288,674 42	255,249,210	290,984 10
Lewis.....	6,334,549	7,918 19	7,688,301	8,764 67
Livingston.....	16,209,080	20,261 35	18,055,347	20,583 09
Madison.....	13,618,100	17,022 63	16,024,150	18,297 53
Monroe.....	47,395,266	59,244 08	56,661,734	64,594 38
Montgomery.....	13,607,871	17,009 84	15,641,589	17,831 42
New York.....	1,203,187,076	1,503,983 85	1,255,382,809	1,431,136 40
Niagara.....	17,202,072	21,502 50	20,162,476	22,985 22
Oneida.....	36,185,489	45,231 86	43,473,800	49,560 13
Onondaga.....	38,008,973	48,261 22	47,958,872	54,673 11
Ontario.....	20,660,266	25,825 33	23,014,003	26,235 97
Orange.....	33,533,275	41,916 59	35,801,950	40,814 23
Orleans.....	12,145,594	15,181 99	13,124,410	14,961 82
Oswego.....	18,450,989	23,063 74	19,545,899	22,282 32
Otsego.....	15,251,547	19,064 43	17,281,684	19,701 12
Putnam.....	6,263,493	7,829 37	6,913,382	7,881 26
Queens.....	34,550,357	43,187 95	37,268,165	42,485 71
Rensselaer.....	35,386,242	44,232 80	41,537,344	47,352 57
Richmond.....	10,066,749	12,583 44	10,132,785	11,539 98
Rockland.....	11,251,444	14,064 31	12,251,207	13,966 38
St. Lawrence.....	18,450,994	23,063 74	20,588,840	23,471 28
Saratoga.....	16,233,858	20,292 32	18,328,502	20,894 49
Schenectady.....	7,378,366	9,222 96	8,868,491	10,110 08
Schoharie.....	7,182,537	8,978 17	8,447,543	9,630 20
Schuyler.....	5,254,659	6,568 32	5,721,554	6,522 57
Seneca.....	11,222,066	14,027 58	12,344,910	14,073 20
Steuben.....	15,946,531	19,933 16	17,875,684	20,378 28
Suffolk.....	13,274,597	16,593 25	14,537,819	16,573 11
Sullivan.....	3,559,860	4,449 83	4,596,171	5,239 63
Tioga.....	7,959,919	9,949 90	9,548,740	10,885 57
Tompkins.....	10,062,289	12,577 84	11,764,007	13,410 97
Ulster.....	16,552,465	20,690 58	17,986,834	20,504 99
Warren.....	3,864,104	4,830 13	4,679,291	5,334 39
Washington.....	17,342,483	21,678 10	19,551,580	22,288 74
Wayne.....	17,708,905	22,136 13	20,878,383	23,801 35
Westchester.....	60,034,585	75,043 23	67,113,957	76,509 91
Wyoming.....	9,666,676	12,083 35	10,798,604	12,310 41
Yates.....	9,303,526	11,629 41	10,854,404	12,374 02
Total.....	\$2,466,267,273	\$3,082,834 09	\$2,681,257,606	\$3,056,633 67

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each County, the amount of Tax received back, the amount of Common School Fund received, and the total amount received by each County.

COUNTIES.	School tax paid.	School tax received.	Common School Fund received.	Total received.
Albany	\$76,804 92	\$76,380 78	\$7,746 46	\$84,127 24
Allegany	12,748 84	28,052 21	1,924 11	29,976 32
Broome	15,282 24	31,275 48	2,974 95	34,250 43
Cattaraugus	15,346 02	35,405 44	2,460 06	37,865 50
Cayuga	28,087 53	38,302 51	3,512 54	41,905 05
Chautauqua	23,999 40	41,644 45	3,689 26	45,333 71
Chemung	15,445 44	24,993 63	2,572 72	27,566 35
Chenango	17,507 45	28,350 74	1,922 71	30,273 45
Clinton	9,435 02	30,372 89	2,940 12	33,313 01
Columbia	30,337 49	26,965 43	2,727 00	29,692 43
Cortland	10,066 67	17,417 66	1,194 20	18,611 86
Delaware	12,797 19	31,311 07	2,110 34	33,422 41
Dutchess	47,082 63	42,897 60	3,894 44	46,792 04
Erie	94,511 38	113,330 19	10,080 28	123,410 47
Essex	9,968 54	22,002 92	1,527 19	23,593 11
Franklin	7,612 43	21,149 46	1,460 21	22,609 67
Fulton	6,348 74	17,952 27	2,873 82	20,826 09
Genesee	20,018 14	18,652 14	1,329 51	19,981 65
Greene	10,473 78	19,935 73	1,397 70	21,333 43
Hamilton	905 00	3,045 10	202 96	3,248 06
Herkimer	16,805 89	26,615 77	2,656 38	29,272 15
Jefferson	24,134 33	43,613 58	3,804 42	47,418 00
Kings	290,984 10	278,311 88	26,719 80	305,031 88
Lewis	8,764 67	21,328 13	1,460 28	22,788 41
Livingston	20,583 09	23,864 53	1,677 31	25,541 84
Madison	18,267 53	28,194 26	1,955 78	30,150 04
Monroe	64,594 38	74,857 95	6,266 06	81,124 01
Montgomery	17,831 42	20,459 52	1,481 25	21,940 77
New York	1,431,136 40	569,138 39	54,886 98	624,025 37
Niagara	22,985 22	30,140 80	2,959 83	33,100 63
Oneida	49,560 13	67,290 70	6,366 49	73,627 19
Onondaga	54,673 11	67,116 73	5,582 49	72,699 22
Ontario	26,235 97	29,619 86	2,086 14	31,705 00
Orange	40,814 23	46,502 74	5,782 77	52,375 51
Orleans	14,961 82	18,305 42	1,284 46	19,589 88
Oswego	22,282 32	46,498 09	4,076 26	50,574 85
Otsego	19,701 12	34,435 37	2,364 33	36,799 70
Putnam	7,881 26	8,687 49	618 26	9,305 75
Queens	42,485 71	44,484 49	4,892 13	49,376 62
Rensselaer	47,352 57	59,134 06	5,126 39	64,260 41
Richmond	11,539 98	18,320 55	1,372 44	19,699 22
Rockland	13,966 38	13,986 24	1,027 32	15,013 54
St. Lawrence	23,471 28	56,160 08	4,677 32	60,837 79
Saratoga	20,894 49	32,833 09	3,114 81	35,947 90
Schenectady	10,110 08	12,976 34	1,731 99	14,708 83
Schoharie	9,630 20	21,733 77	1,496 87	23,230 64
Schuyler	6,522 57	12,432 37	856 42	13,288 79
Seneca	14,073 20	16,455 19	1,976 21	18,431 40
Steuben	20,378 28	49,204 65	4,219 15	53,423 80
Suffolk	16,593 11	29,155 81	2,103 85	31,259 66
Sullivan	5,239 63	20,303 45	1,415 54	21,718 99
Tioga	10,885 57	20,721 94	2,239 92	22,961 86
Tompkins	13,410 97	21,404 17	2,294 18	23,698 85
Ulster	20,504 99	45,794 97	3,313 03	49,048 00
Warren	5,334 39	15,903 82	1,110 99	17,104 81
Washington	22,288 74	30,694 99	2,127 75	32,822 74
Wayne	23,801 35	31,103 24	2,187 45	33,290 69
Westchester	76,509 91	55,246 39	4,852 67	60,999 06
Wyoming	12,310 41	19,909 51	1,378 70	21,288 21
Yates	12,374 02	13,108 45	915 00	14,023 45
Indians . . . . .	.....	3,274 53	.....	3,274 53
Contingent fund balance . . . . .	.....	1,058 99	.....	1,058 99
Total	\$3,056,633 67	\$2,750,000 00	\$245,000 00	\$2,995,000 00

TABLE No. 3.
Apportionment of School Moneys for the year 1882.

COUNTIES. TOWNS AND CITIES.	Population.	Number of Teachers employed between Sept. 1st and Sept. 1st of next year.	Apportionment for Teachers' Wages.		Libraries.	Supervision.	Total.
			District quotas.	According to population.			
Albany.....	44,716	182	\$8,463 00	\$16,971 85	\$438 82	.....	\$28,874 67
City.....	90,768	232	10,788 00	34,446 99	862 79	\$1,200 00	47,427 78
Cohoes.....	19,416	53	2,464 50	7,869 30	190 90	800 00	10,824 70
Allegany.....	41,810	294	13,671 00	15,968 89	411 28	+25 16	20,976 33
Broome.....	32,166	246	11,439 00	12,208 53	316 42	.....	20,965 95
Binghamton.....	17,317	59	2,743 50	6,572 63	170 36	800 00	10,286 48
Cattaraugus.....	55,806	347	16,135 50	21,181 04	649 98	.....	37,965 50
Cayuga.....	43,157	272	12,648 00	16,880 14	494 54	.....	29,452 68
Auburn.....	21,624	67	3,115 50	8,321 20	215 67	400 00	12,452 37
Chautauqua.....	65,849	410	19,065 00	24,900 41	642 77	+625 53	45,853 71
Chemung.....	23,524	135	6,277 50	8,648 93	221 57	.....	15,048 00
Elmira.....	20,541	80	3,790 00	7,796 29	202 06	800 00	12,518 35
Chenango.....	36,891	317	14,740 50	15,140 54	322 41	.....	20,273 45
Clinton.....	50,697	273	12,694 50	19,317 84	500 67	800 00	33,343 01
Columbia.....	39,258	199	9,253 50	14,900 23	368 18	.....	24,559 96
Hudson.....	8,670	21	970 50	3,230 68	85 29	800 00	5,132 47
Cortland.....	25,523	134	8,555 00	9,801 32	234 24	.....	18,611 86
Delaware.....	24,721	361	10,789 50	16,214 05	420 45	.....	23,321 41
Dutchess.....	55,977	294	12,270 00	22,884 19	459 16	.....	33,540 35
Poughkeepsie.....	21,977	82	7,583 50	22,884 19	169 77	800 00	11,551 29
Essex.....	14,130	835	12,583 50	24,775 22	638 06	.....	28,096 77
Buffalo.....	124,572	639	30,313 50	55,890 75	1,599 06	1,800 00	63,612 31
Basco.....	34,572	217	10,997 50	18,100 09	320 52	.....	29,420 17
Franklin.....	32,300	216	9,997 50	13,269 55	318 62	.....	23,690 67
Watson.....	30,985	174	7,161 00	11,796 29	304 90	1,600 00	20,859 19
Greene.....	32,808	154	7,937 50	12,451 44	322 71	.....	19,981 65
Hamilton.....	32,923	185	8,669 50	12,409 31	321 62	.....	21,393 43
Herkimer.....	42,669	27	1,720 50	1,438 97	38 50	.....	3,248 06
Jefferson.....	55,408	255	11,857 50	16,194 32	419 73	800 00	29,272 15
Watertown.....	10,697	40	18,848 50	21,029 22	545 03	.....	40,220 75
Kings.....	32,832	77	3,590 50	4,090 02	105 23	800 00	7,197 25
Brooklyn.....	566,663	1,335	62,217 00	215,075 64	5,574 26	5,800 00	16,384 73
							288,666 90

TABLE No. 3.—(Continued).

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for eight weeks or more.	Apportionment for Teachers' Wages.		Libraries.	Supervision.	Total.
			District quotas.	According to population.			
Lewis.....	31,416	227	\$10,555 50	\$11,923 87	\$309 04	.....	\$22,788 41
Livingston.....	38,562	218	10,137 00	15,015 67	389 17	.....	25,541 84
Madison.....	44,112	279	12,973 50	16,742 61	433 93	.....	30,150 04
Monroe.....	55,537	259	12,043 50	21,078 94	548 32	.....	33,668 76
Rochester.....	88,315	255	11,857 50	33,918 66	879 09	\$800 00	47,455 25
Montgomery.....	1,206,299	151	7,021 50	14,542 37	876 90	.....	21,940 77
New York.....	40,661	3,054	142,011 00	457,848 01	11,866 36	12,300 00	624,025 87
Niagara.....	13,522	197	9,160 50	15,428 99	369 88	.....	24,969 37
Lockport.....	81,561	44	2,046 00	6,132 24	133 02	800 00	8,111 26
Utica.....	33,914	432	21,433 00	30,955 29	802 31	800 00	54,041 60
Onondaga.....	66,101	*107	5,580 00	12,871 98	333 61	800 00	19,585 59
Syracuse.....	51,192	374	17,391 00	25,088 45	650 23	.....	43,129 71
Ontario.....	49,541	185	8,032 50	19,657 54	509 47	800 00	29,699 51
Orange.....	10,174	267	13,415 50	18,803 17	437 33	.....	31,708 01
Newburgh.....	20,193	231	13,093 50	26,633 24	680 27	1,000 00	41,808 50
Orleans.....	18,042	55	9,853 50	6,850 45	177 24	800 00	10,883 19
Owego.....	24,705	169	7,853 50	11,455 01	296 69	.....	18,603 88
Chemung.....	332	332	16,398 00	21,556 11	503 69	.....	38,457 80
City.....	21,119	361	8,090 00	15,507 61	207 72	800 00	26,709 70
Otsego.....	15,387	66	16,798 50	18,174 61	604 53	.....	35,578 75
Pulaski.....	78,445	216	8,394 50	15,767 61	149 33	.....	30,581 88
Queens.....	17,120	50	10,183 50	27,875 85	732 48	800 00	48,794 78
Rensselaer.....	58,581	250	2,325 00	6,501 27	168 26	800 00	29,545 91
Richmond.....	58,747	143	11,904 00	22,234 26	539 22	800 00	39,682 90
Troy.....	59,991	143	6,640 50	14,798 94	383 55	.....	15,013 78
Rockland.....	27,680	91	4,510 50	10,509 63	774 22	.....	16,813 78
St. Lawrence.....	75,656	541	25,156 50	38,715 08	101 73	800 00	6,221 62
Ogdensburg.....	10,841	30	1,395 00	8,924 90	542 57	800 00	35,947 90
Saratoga.....	55,156	294	13,671 00	20,634 33	97 22	.....	6,684 79
Schenectady.....	9,883	61	2,636 50	5,182 73	134 32	800 00	8,023 54
City.....	13,655	41	1,006 50	5,182 73	323 73	.....	23,230 64
Schoharie.....	32,910	224	10,416 00	12,480 91	185 35	.....	13,298 79
Schuyler.....	18,842	128	6,952 00	7,151 44	288 00	800 00	18,431 40
Seneca.....	29,278	134	6,231 00	11,112 40	763 21	800 00	53,423 80
Steuben.....	77,588	482	22,413 00	29,447 59	580 09	.....	31,259 66
Suffolk.....	53,888	221	10,276 50	20,453 07	.....	.....	.....

Sullivan	38,491	185	9,087 50	12,381 88	319 61	.....	.....	21,718 99
Toga	32,673	203	9,486 50	12,400 96	321 40	.....	800 00	22,961 96
Tompkins	34,445	204	9,486 50	13,073 53	336 83	.....	800 00	23,696 35
Ulster	35,898	386	15,624 00	32,579 68	844 38	.....	.....	49,048 00
Warren	25,179	157	7,300 50	9,556 63	247 68	.....	.....	17,104 31
Washington	47,871	305	14,182 50	18,169 33	470 91	.....	.....	32,523 74
Wayne	51,700	233	13,159 50	19,622 62	508 57	.....	.....	33,290 69
Westchester	90,086	310	14,415 00	34,195 73	886 27	.....	297 80	49,324 80
Yonkers	18,882	52	2,418 00	7,170 42	185 84	.....	800 00	10,574 26
Wyoming	30,907	199	9,253 50	11,730 68	304 03	.....	.....	21,298 21
Yates	21,087	125	5,312 50	8,003 52	207 43	.....	.....	14,023 45
Salaries of School Commissioners	4,707	32	.....	.....	.....	.....	89,600 00	89,600 00
Indians .....	.....	.....	.....	.....	.....	.....	3,274 53	3,274 53
Contingent fund balance .....	.....	.....	.....	.....	.....	.....	1,053 99	1,053 99
Total	5,087,578	20,763	\$964,596 00	\$1,929,192 00	\$50,000 00	\$140,312 00	.....	\$3,064,600 00

* For separate neighborhood, from contingent fund.

† Includes \$25.53 for separate neighborhood.

‡ By special act Utica is entitled to 120 quotas.

TABLE No. 4.
 ABSTRACT of the Statistical Reports of the School Commissioners of the State of New York for the year ending
 September 30, 1881.

COUNTIES. TOWNS AND CITIES.	1. Number of licensed teachers employed at the same time for 23 weeks or more.	2. Number of children between 5 and 21 years of age residing in District Sept. 30, 1881.	3. Number of private schools.	4. Number of pupils attending private schools.	6. Average No. of weeks school was kept by teachers duly li- censed.	7. TEACHERS.					20. Number of Inspec- tions by Commis- sioners.
						Licensed by					
						Local Officers.	State Sup't.	Normal School.	Males.	Females.	
Albany, towns.	182	14,008	10	124	35.8	209	15	31	103	152	243
City.	222	35,411	41	4,474	41.0	181	9	62	25	227	227
Cohoes.	53	8,518	4	500	41.2	42	1	11	4	50	50
Allegany.	255	13,233	2	13	30.3	566	6	11	167	416	267
Broome, towns.	211	9,886	4	99	30.6	430	10	2	114	328	310
Binghamton.	9	4,778	7	575	42.0	53	4	14	6	65	65
Cattaraugus.	279	17,154	3	128	30.7	470	5	16	147	344	434
Cayuga, towns.	235	12,334	7	227	32.1	459	13	14	161	325	424
Auburn.	67	6,855	3	1,200	38.8	67	4	5	3	73	73
Chautauqua.	285	410	5	489	32.3	645	14	40	208	491	322
Chemung, towns.	115	20,562	5	43	32.7	242	9	8	68	191	95
Elmira.	7	6,032	7	316	40.0	58	3	24	7	78	78
Chenango.	275	10,990	3	27	29.9	600	7	6	198	415	421
Clinton.	208	17,665	3	120	30.3	431	2	12	105	340	445
Columbia, towns.	174	12,103	8	118	36.9	270	15	23	106	202	279
Hudson.	4	3,220	8	650	41.0	20	1	...	2	19	19
Cortland.	164	7,459	1	100	39.4	316	6	12	99	235	309
Delaware.	346	12,975	...	...	31.0	644	7	3	76	191	463
Dutchess, towns.	204	16,880	...	...	38.0	293	1	...	76	188	364
Poughkeepsie.	11	6,000	...	...	40.2	66	3	...	2	70	70
Erie, towns.	263	24,762	11	828	32.5	543	21	3	164	409	385
Buffalo.	53	60,000	22	761	41.0	386	75	59	46	424	424
Essex.	182	11,273	47	8,760	30.6	348	5	10	69	294	341
Franklin.	175	11,432	1	25	30.5	357	8	8	81	286	347
Fulton.	117	10,235	1	10	33.1	245	13	1	99	168	220
Genesee.	139	9,397	4	160	32.9	254	7	11	89	183	285

Greene	156	185	9,158	5	59	38.9	299	16	5	127	193	186
Hamilton	38	37	1,325	.....	.....	29.0	70	8	.....	25	45	74
Herkimer	194	255	13,021	4	31	33.6	333	11	18	118	222	406
Jefferson, towns	355	401	16,409	6	134	30.6	727	8	3	219	537	698
Watertown	9	45	3,245	4	100	40.0	45	6	3	4	47	.....
Kings, towns	19	77	9,888	8	883	42.0	1,376	30	2	23	1,882	49
Brooklyn	60	1,338	100,100	150	20,000	40.4	1,376	30	20	44	1,882	.....
Lewis	214	297	10,326	17	50	29.5	402	2	2	75	331	365
Madison	190	278	11,901	17	242	33.0	362	5	21	95	338	392
Madison, towns	233	279	12,282	11	162	32.0	458	12	11	119	398	392
Monroe	220	259	17,351	5	80	34.0	391	12	28	126	302	395
Rochester	27	255	36,750	38	3,800	40.0	250	2	10	98	246	.....
Montgomery	115	151	12,500	6	1,225	36.1	208	14	4	68	128	238
New York	3054	3,054	300,000	200	40,000	40.2	3,292	233	51	452	3,292	.....
Niagara, towns	162	197	13,088	19	550	33.5	342	4	4	114	124	276
Lockport	6	44	4,000	6	400	40.0	47	3	1	6	45	.....
Onondaga, towns	377	463	25,332	15	748	31.6	782	12	13	252	555	768
Utica	34	*107	12,043	12	741	40.0	109	.....	3	9	103	.....
Onondaga, towns	276	374	20,403	3	25	33.3	600	17	3	203	417	528
Syracuse	19	185	18,598	17	1,940	40.0	190	2	6	11	157	.....
Ontario	195	267	14,727	8	371	34.4	318	11	7	88	248	423
Orange, towns	181	281	21,911	25	595	38.6	384	9	22	105	310	224
Newburgh	55	55	5,012	6	701	40.0	59	.....	5	5	59	.....
Oriens	169	352	9,101	10	307	33.5	291	3	12	107	199	358
Oswego, towns	23	66	16,843	1	15	32.1	603	19	37	181	478	496
City	317	361	7,988	2	1,268	40.0	69	2	2	4	69	.....
Otsego	61	73	4,484	9	124	36.6	92	5	11	37	71	136
Putnam	82	219	23,270	44	1,028	40.3	186	16	19	53	108	200
Queens, towns	7	50	5,717	8	203	40.2	61	1	8	4	66	.....
Long Island City	181	253	10,985	14	548	35.4	380	9	38	117	290	442
Rensselaer, towns	15	143	18,700	20	1,200	40.0	140	.....	3	16	127	.....
Troy	28	97	13,486	22	953	41.5	79	15	3	3	68	80
Richmond	47	91	8,378	20	273	41.1	87	9	23	46	72	664
Rockland	486	541	24,751	20	284	41.6	981	8	53	243	799	.....
St. Lawrence, towns	30	30	3,886	7	572	40.0	28	1	5	5	29	.....
Ogdensburg	222	294	16,281	16	516	33.7	442	17	15	138	338	383
Saratoga	60	61	3,196	2	21	35.1	96	3	4	40	63	100
Schenectady, towns	9	41	4,844	4	500	38.2	392	6	11	178	231	344
Schoharie	206	224	10,042	5	143	33.5	392	1	.....	79	130	161
Schuyler	113	128	6,257	4	41	31.7	185	10	1	80	116	191
Seneca	98	134	8,189	3	424	36.2	932	14	9	230	645	319
Steuben	371	432	24,041	4	438	32.0	272	10	51	87	246	257
Suffolk	146	221	16,494	24	451	38.6	314	2	4	109	211	291
Sullivan	185	196	11,345	4	162	34.0	835	13	28	66	239	132
Tioga	151	203	9,635	8	372	32.8	835	8	2	88	230	237
Tompkins	134	204	9,602	3	65	38.0	380	30	21	193	263	266
Ulster	223	356	29,316	21	688	38.0	29.9	3	18	70	206	297
Warren	141	157	5,175	8	280	29.9	263	10	13	143	378	415
Washington	238	365	14,905	11	210	32.4	493	.....	.....	.....	.....	.....

* By special act Utica is entitled to 120 quotas.

TABLE No. 4.—(Continued.)

COUNTIES. TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 28 weeks or more.	2. Number of children between 5 and 21 years of age residing in District Sept. 30, 1881.	3. Number of private schools.	4. Number of pupils attending private schools.	6. Average No. of weeks school was kept by teachers duly li- censed.	7. TEACHERS.					20. Number of inspec- tions by Commis- sioners.
							Licensed by					
							Local officers.	State Sup't.	Normal school.	Males.	Females.	
Wayne.....	216	283	15,970	1	18	33.8	450	9	6	178	296	398
Westchester, towns.....	145	310	29,492	72	4,342	37.9	280	35	35	89	297	223
Yonkers.....	5	52	6,467	13	1,492	41.0	43	3	6	10	42	.....
Wyoming.....	171	190	9,290	4	1,127	31.1	354	9	8	104	297	350
Yates.....	102	125	5,759	3	49	32.8	213	7	1	83	138	184
Total for towns.....	11,248	14,250	814,033	540	18,589	33.3	22,196	583	700	6,986	16,583	18,489
Total for cities.....	753	6,481	848,009	619	89,720	40.3	6,571	381	305	683	6,574	.....
Total for State.....	12,001	20,731	1,662,122	1,159	108,309	35.5	28,767	964	1,005	7,669	23,157	18,489

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES	Number of Children Attending School during the Year.			Average Daily Attendance during the year.			Whole Number Days of Attendance at the School during the year.		
	8.	9.	10.	12.	13.	Total.	14.	15.	16.
	Residing in the district.	Residing in other districts.	Total.	Of Children residing in the district.	Of Child- ren re- siding in other districts.		Of children residing in the district.	Of Child- ren re- siding in other districts.	Total.
Albany, towns.	8,575	104	8,679	3,425,042	27,998	3,453,040	749,408	4,987	754,395
City.	13,976	..	13,976	8,086,000	..	8,086,000	1,850,290	..	1,850,290
Cohoes.	3,240	..	3,240	1,485,261	..	1,485,261	301,508	..	301,508
Allegany.	9,918	481	10,399	5,296,563	142,260	5,438,823	811,002	30,170	841,172
Broome, towns.	8,071	448	8,519	4,315,014	157,002	4,472,016	682,731	27,198	709,919
Binghamton.	3,000	..	3,000	2,043,000	..	2,043,000	417,235	..	417,235
Cattaraugus.	13,243	399	13,642	6,963,358	125,211	7,118,569	1,109,121	22,659	1,131,780
Cayuga, towns.	9,755	506	10,261	5,104,940	183,063	5,297,993	1,837,472	35,376	1,872,848
Auburn.	3,128	..	3,128	2,346,103	..	2,346,103	455,144	..	455,144
Chautauqua.	14,182	864	15,046	8,182,582	302,808	8,485,390	1,366,621	56,563	1,423,174
Chemung, towns.	5,182	165	5,347	2,552,894	56,646	2,609,480	422,872	9,657	432,529
Elmira.	4,198	..	4,198	2,971,000	..	2,971,000	576,127	..	576,127
Chenango.	9,048	681	9,729	4,990,384	216,771	5,207,155	784,384	38,275	822,659
Clinton.	12,506	262	12,768	5,885,202	67,320	5,952,522	1,303,425	10,620	1,314,045
Columbia, towns.	8,294	224	8,518	3,856,105	72,675	3,928,780	704,036	13,167	717,203
Hudson.	1,245	..	1,245	806,019	..	806,019	165,234	..	165,234
Cortland.	5,253	283	5,536	2,851,454	90,608	2,942,062	449,988	15,930	465,918
Delaware.	10,677	319	10,996	5,515,005	104,662	5,620,257	872,012	17,874	889,889
Dutchess, towns.	12,047	..	12,047	5,746,507	..	5,746,507	1,113,406	..	1,113,406
Poughkeepsie.	2,760	..	2,760	1,955,700	..	1,955,700	379,171	..	379,171
Erie, towns.	14,257	497	14,754	7,167,844	182,700	7,350,544	1,172,324	22,962	1,205,316
Buffalo.	25,212	..	25,212	14,225,000	..	14,225,000	2,739,719	..	2,739,719
Essex.	8,289	335	8,624	4,275,128	101,734	4,376,862	661,495	16,968	678,393
Franklin.	8,138	454	8,592	4,342,210	149,470	4,491,680	692,149	25,850	687,999
Fulton.	6,943	159	7,102	3,583,001	65,647	3,648,648	597,616	11,477	609,093
Genesee.	6,719	147	6,866	3,470,774	61,971	3,532,745	571,468	10,786	582,254
Greene.	7,200	204	7,404	3,464,470	82,172	3,546,642	606,776	9,976	616,352
Hamilton.	1,034	..	1,034	477,311	..	477,311	70,810	..	70,810
Herkimer.	9,410	338	9,748	5,090,507	125,387	5,215,894	895,664	21,894	897,828
Jefferson, towns.	12,481	737	13,218	6,585,290	195,198	6,780,478	1,034,768	32,758	1,067,526
Watertown.	2,062	..	2,062	1,300,000	..	1,300,000	290,540	..	290,540

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	Number of Children Attending School during the Year.				Average Daily Attendance during the year.			Whole Number Days of Attendance at the School during the year.			
	8.	9.	10.	Total.	12.	13.	Total.	14.	15.	Total.	
	Residing in the district.	Residing in other districts.	Of Children residing in the district.		Of Child- ren re- siding in other district.	Of Children residing in the district.		Of Child- ren re- siding in the districts.			
Kings, towns.....	5,180	80	5,260		2,436,432	31,321	2,467,753	522,457	6,116	508,573	
Brooklyn.....	98,250		98,250		52,733,000		52,733,000	10,659,574		10,659,574	
Lewis.....	7,309	185	7,494		3,612,764	53,063	3,665,827	535,234	7,885	643,119	
Livingston.....	8,403	316	8,719		4,405,000	118,585	4,523,585	725,236	20,115	746,351	
Madison.....	9,110	820	9,930		4,639,811	330,900	4,970,711	803,945	58,729	862,674	
Monroe, towns.....	11,746	561	12,307		6,012,509	222,500	6,235,009	1,020,174	40,171	1,060,345	
Rochester.....	12,350		12,350		8,242,000		8,242,000	1,648,400		1,648,400	
Montgomery.....	7,735	204	7,939		3,655,937	63,362	3,719,299	706,769	12,312	719,081	
New York.....	219,810		219,810		133,161,000		133,161,000	26,082,959		26,082,959	
Niagara, towns.....	9,089	306	9,395		4,558,458	95,839	4,654,297	870,003	16,203	886,206	
Lockport.....	2,745		2,745		1,596,000		1,596,000	306,554		306,554	
Oneida, towns.....	17,432	792	18,224		9,386,896	300,207	9,687,103	1,537,645	62,147	1,599,792	
Utica.....	5,318		5,318		3,399,000		3,399,000	645,966		645,966	
Onondaga, towns.....	15,226	840	16,076		8,471,855	331,701	8,803,556	1,458,155	61,534	1,519,689	
Syracuse.....	9,379		9,379		7,174,000		7,174,000	1,413,276		1,413,276	
Ontario.....	10,691	543	11,234		5,842,719	203,366	6,046,115	1,037,311	36,297	1,073,598	
Orange, towns.....	14,665	461	15,126		7,624,670	182,243	7,806,913	1,453,523	36,049	1,519,572	
Newburgh.....	3,325		3,325		2,129,570		2,129,570	425,915		425,915	
Orleans.....	6,640	445	7,085		3,536,697	174,049	3,710,746	590,997	32,230	623,227	
Oswego, towns.....	12,655	492	13,147		6,971,001	154,813	7,125,814	1,128,062	27,704	1,155,766	
City.....	3,623		3,623		2,759,000		2,759,000	543,593		543,593	
Osage.....	11,002	501	11,503		6,141,339	189,186	6,330,525	996,415	22,031	1,028,446	
Putnam.....	3,257	100	3,357		1,547,640	29,977	1,577,617	286,897	5,519	292,416	
Queens, towns.....	12,938	296	13,234		6,526,412	143,506	6,669,918	1,178,238	26,186	1,204,424	
Long Island City.....	3,537		3,537		2,179,000		2,179,000	438,229		438,229	
Rensselaer, towns.....	11,956	237	12,193		6,280,250	84,115	6,364,365	1,129,515	14,688	1,144,203	
Troy.....	8,332		8,332		4,833,000		4,833,000	934,762		934,762	
Richmond.....	6,576	258	6,834		3,357,171	112,736	3,470,507	654,126	22,440	676,566	
Rockland.....	5,356	132	5,488		2,428,267	41,163	2,469,430	489,914	8,362	498,276	
St. Lawrence, towns.....	18,684	639	19,323		10,102,963	193,968	10,296,932	1,552,174	32,736	1,584,910	
Orleansburg.....	2,222		2,222		1,190,830		1,190,830	224,412		224,412	
Saratoga.....	11,316	343	11,659		5,839,102	112,146	5,951,248	1,011,572	18,973	1,030,545	

Schenectady, towns	2,249	2,277	1,062,201	9,828	1,072,020	187,372	1,097	189,069
City	2,340	2,840	1,827,000	70,078	1,897,000	291,580	.....	291,580
Schoharie	7,757	7,972	3,016,512	153,257	3,089,690	606,816	11,857	678,672
Schoyler	4,101	4,390	2,126,748	112,953	2,180,005	350,231	8,876	359,107
Seneca	5,623	5,805	3,074,610	206,957	3,187,563	562,913	20,884	583,797
Steuben	11,944	18,812	9,446,744	380,415	9,743,701	1,565,393	52,282	1,617,655
Suffolk	11,058	11,214	5,775,068	80,415	5,855,513	1,035,290	16,226	1,111,516
Sullivan	8,421	8,490	3,719,194	19,217	3,738,411	623,241	3,623	626,864
Tioga	7,477	7,912	4,065,402	145,611	4,231,013	683,538	29,140	719,678
Tompkins	7,249	7,757	4,253,534	168,566	4,457,100	725,043	35,786	760,829
Ulster	19,562	19,903	9,067,720	168,294	9,229,024	1,778,410	33,872	1,812,282
Warren	5,892	5,892	2,594,795	.....	2,594,795	383,344	.....	383,344
Washington	11,151	11,078	5,896,109	185,958	6,052,067	972,890	32,348	1,004,728
Wayne	11,601	12,148	6,351,625	107,428	6,549,053	1,070,467	34,113	1,104,580
Westchester, towns	15,967	16,348	8,569,763	180,609	8,750,372	1,705,186	35,797	1,740,983
Yonkers	3,231	3,231	1,718,840	.....	1,718,840	331,738	.....	331,738
Wyoming	4,401	4,401	8,830,552	154,985	8,985,487	602,725	27,490	630,185
Yates	4,401	4,947	2,451,921	107,896	2,559,307	402,501	18,962	421,463
Total for towns	566,165	587,399	293,048,107	7,630,952	300,679,059	50,534,048	1,372,927	51,906,975
Total for cities	433,913	433,913	258,720,323	.....	258,720,323	51,091,916	.....	51,091,916
Total for State	1,000,078	1,021,382	551,768,430	7,630,952	559,399,382	101,625,964	1,372,927	102,998,891

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	DISTRICT LIBRARIES.			SCHOOL-HOUSES.						
	21.		22.	23.				24.		
	No. of volumes in district library.	Value of library.		District has case for li- brary.	Log.	Frame.	Brick.		Stone	Total.	Value of school-house site.	Value of school-house and site.
Albany, towns	9,206	\$4,542	81	...	116	32	7	155	\$39,327	\$190,527
City	4,469	4,443	...	...	1	25	...	26	164,000	737,500
Cohoes	1,638	1,800	...	...	2	5	...	7	35,000	85,000
Allegany	6,830	3,346	77	...	251	3	...	235	39,837	169,575
Broome, towns	6,376	2,874	87	...	210	2	...	265	20,144	119,804
Binghamton	4,500	6,000	...	...	...	8	...	8	53,900	194,689
Cattaraugus	7,314	4,319	107	1	274	6	...	281	41,738	226,056
Cayuga, towns	9,900	4,618	105	1	197	23	9	236	25,505	166,640
Auburn	575	4,900	...	...	...	11	...	11	19,000	129,000
Chautauque	15,202	10,859	107	1	274	24	...	239	112,094	627,794
Chemung, towns	2,754	1,145	59	...	115	...	...	116	15,845	76,995
Elmira	2,630	2,700	...	...	...	8	...	8	71,850	309,450
Chenango	15,993	8,578	164	...	276	3	...	279	27,920	141,315
Clinton	8,543	4,737	124	32	151	34	12	229	21,946	170,286
Columbia, towns	6,411	2,326	89	...	164	10	...	174	20,090	118,335
Hudson	1,000	1,000	...	...	...	3	...	3	5,000	30,000
Cortland	7,423	3,403	92	...	160	3	2	165	13,035	121,104
Delaware	9,525	4,938	170	1	339	344	4	344	18,412	125,687
Dutchess, towns	5,920	2,310	35	...	190	...	...	7	30,071	192,431
Foughtkeepsle	10,900	17,097	...	...	...	...	...	23	23,005	128,005
Erle, towns	16,850	9,580	121	...	229	51	5	285	29,947	297,560
Buffalo	20,433	19,634	...	...	...	37	1	42	200,000	790,000
Essex	8,226	4,982	63	4	156	15	2	177	10,292	111,024
Franklin	5,719	3,711	45	10	150	12	10	182	12,536	108,295
Fulton	6,031	3,823	73	...	115	5	...	120	26,090	103,765

Genesee.....	8,494	7,517	71	113	9	14	186	25,895	170,935
Greene.....	7,315	2,186	89	143	9	5	156	16,241	103,765
Hamilton.....	528	310	4	85	.....	.....	87	1,815	12,940
Herkimer.....	7,060	2,093	116	168	18	13	37	32,479	176,883
Jefferson, towns.....	9,791	4,182	144	318	4	30	354	81,077	228,471
Watertown.....	4,000	4,000	.....	.....	.....	.....	.....	10,000	95,000
Kings, towns.....	7,067	4,765	16	19	4	3	9	10,000	88,250
Brooklyn.....	18,000	20,000	.....	.....	.....	.....	23	28,580	4,943,533
Lewis.....	6,125	2,234	88	6	54	.....	90	583,675	173,755
Livingston.....	6,125	2,234	88	6	54	.....	90	583,675	173,755
Madison.....	16,450	6,253	60	207	12	3	214	11,863	189,508
Monroe, towns.....	12,659	6,253	148	212	6	8	223	28,717	237,389
Rochester.....	9,740	8,500	48	131	59	23	27	49,086	487,500
Montgomery.....	7,953	8,400	79	98	28	.....	27	112,600	151,103
New York.....	31,853	12,672	.....	.....	119	7	118	31,278	10,244,000
Albany, towns.....	11,898	12,672	104	8	.....	.....	127	3,082,500	181,068
Albany, city.....	8,881	7,600	104	99	41	21	167	27,175	107,000
Oneida, towns.....	21,241	8,758	229	351	5	14	384	52,405	346,635
Utica.....	15,008	8,448	156	297	17	26	280	89,317	120,233
Onondaga, towns.....	14,138	25,000	156	152	40	14	16	56,074	308,524
Syracuse.....	7,138	4,985	56	143	14	.....	206	168,000	716,000
Orange, towns.....	15,538	7,589	115	1	31	18	162	42,905	231,851
Newburgh.....	12,451	22,500	.....	.....	6	.....	7	51,710	238,670
Orleans.....	6,022	3,967	85	95	13	28	136	30,000	146,950
Oswego, towns.....	9,643	5,000	139	282	26	6	234	32,470	216,142
City.....	4,076	3,709	.....	.....	5	1	14	29,140	153,280
Putnam.....	14,240	6,670	174	308	6	7	817	27,315	185,745
Queens, towns.....	2,844	713	25	56	5	.....	61	11,286	59,910
Long Island City.....	18,105	10,572	73	84	3	.....	86	58,180	310,205
Rensselaer, towns.....	800	400	134	167	22	1	7	10,000	65,000
Troy.....	3,707	7,105	.....	.....	.....	.....	190	31,211	213,755
Richmond.....	1,100	6,850	25	18	10	1	14	50,000	235,000
Rockland.....	6,535	6,023	.....	.....	.....	.....	29	31,125	162,725
St. Lawrence, towns.....	6,913	2,743	34	39	6	2	47	17,466	90,954
Oradensburgh.....	11,763	4,488	149	403	48	18	486	28,314	234,061
Saratoga.....	3,675	2,575	.....	.....	1	.....	10	10,000	60,000
Schenectady, towns.....	10,366	5,299	106	181	45	6	232	57,771	182,675
City.....	2,080	842	44	47	11	2	9	4,745	35,245
Schoharie.....	3,800	4,800	.....	.....	6	1	.....	22,000	72,000
Schuyler.....	6,724	2,544	102	199	4	1	204	15,463	98,715
Seneca.....	2,424	1,109	47	108	4	1	112	14,620	76,203
Steuben.....	6,117	4,251	39	66	34	1	113	20,120	139,175
Sullivan.....	11,575	5,488	106	388	7	5	380	49,822	297,395
Tioga.....	15,517	7,163	119	388	6	.....	185	98,635	247,141
Tompkins.....	7,652	140	93	182	2	.....	161	10,556	85,144
Ulster.....	6,584	2,642	86	161	2	1	161	31,803	150,143
Warren.....	8,188	3,690	78	154	5	.....	161	86,733	136,560
.....	20,356	4,951	207	164	6	.....	236	82,220	421,064
.....	1,849	11,433	167	133	22	3	141	12,670	60,023

TABLE No. 5 — (Continued).

COUNTIES, TOWNS AND CITIES.	1.	2.	3.	4.	5.		6. Total.
	Amount on hand October 1, 1880.	Amount apportioned to district.	Proceeds of Gospel and school lands.	Raised by tax.	From all other sources.		
					Teachers' board.	Other sources not named.	
Fulton.....	\$1,390 50	\$21,052 22	.....	\$28,597 52	\$1,002 25	\$1,397 63	\$53,440 12
Genesee.....	3,082 96	20,740 44	.....	29,998 52	450 00	1,734 22	55,996 94
Greene.....	608 55	22,646 94	.....	20,018 46	4,342 33	690 11	48,806 39
Hamilton.....	173 62	3,164 92	\$40 38	3,734 21	30 00	50 00	7,193 43
Herkimer.....	2,565 88	30,357 61	51 98	47,415 96	3,202 95	498 79	84,193 17
Jefferson, towns.....	3,158 52	42,388 45	.....	43,228 00	5,101 00	1,478 38	95,354 35
Watertown.....	.....	7,638 29	.....	18,000 00	.....	3,953 13	29,594 42
Kings, towns.....	22,464 67	14,643 58	.....	41,046 63	.....	7,812 75	85,987 63
Brooklyn.....	294,342 87	269,539 50	.....	825,883 87	1,636 00	68,456 00	1,457,722 33
Lewis.....	865 75	22,873 07	1 02	12,249 31	.....	517 48	38,142 63
Livingston.....	2,360 13	26,578 19	229 97	32,242 81	.....	2,770 50	64,137 60
Madison.....	4,411 02	30,995 61	476 00	33,165 49	1,284 00	9,553 77	79,885 89
Monroe, towns.....	4,961 25	34,537 31	189 86	53,344 60	747 10	1,887 50	95,697 62
Rochester.....	87,057 03	47,003 33	.....	139,834 00	.....	9,398 80	233,263 25
Montgomery.....	1,941 18	21,863 36	21 00	40,519 49	420 08	423 70	65,173 80
New York.....	.....	593,182 96	386 75	3,048,192 32	.....	.....	3,641,345 30
Niagara, towns.....	6,158 27	25,956 44	.....	31,751 63	.....	834 17	65,086 26
Lockport.....	14,369 14	57,114 00	.....	23,500 00	.....	2,720 91	43,702 74
Oneida, towns.....	5,664 09	57,114 00	832 17	58,284 12	633 50	5,792 21	123,320 09
Utica.....	40,437 30	20,043 84	.....	56,800 00	.....	6,501 11	117,841 14
Onondaga, towns.....	5,896 71	45,517 75	2,539 95	54,874 70	1,256 74	7,241 13	116,587 16
Syracuse.....	60,132 67	33,250 40	72 00	92,000 00	281 00	3,606 11	188,970 97
Ontario.....	6,690 51	32,250 40	.....	55,971 55	106 50	6,062 55	130,089 45
Orange, towns.....	15,391 34	11,593 82	.....	71,135 18	.....	463 53	47,181 95
Newburgh.....	3,121 95	20,935 19	.....	36,695 46	.....	2,614 29	57,864 87
Orleans.....	2,650 32	40,193 17	392 06	31,243 44	.....	2,990 84	78,732 83
Oswego, towns.....	1,014 04	13,264 43	8 14	26,069 23	893 72	6,062 55	41,063 39
City.....	1,332 82	37,692 76	.....	42,901 04	.....	907 47	86,827 40
Otsego.....	1,310 19	9,994 88	.....	25,301 31	6,518 78	3,453 15	52,189 55
Putnam.....	20,758 85	40,046 84	12,131 37	87,820 52	.....	7,461 21	167,723 79
Queens, towns.....	1,256 83	9,721 08	.....	35,025 00	.....	.....	46,042 91
Long Island City.....	.....	35,467 12	136 18	63,662 49	80 00	.....	108,369 16
Rensselaer, towns.....	3,560 87	28,480 27	.....	88,655 94	.....	5,512 50	117,136 21
Troy.....	.....	.....	.....	.....	.....	.....	.....

Richmond.....	8,845 79	20,108 99	198 00	69,670 69	.....	.....	11,830 88	104,630 28
Rockland.....	7,998 70	14,431 95	.....	82,556 28	.....	.....	8,677 48	19,394 45
St. Lawrence, towns.....	3,769 10	66,674 08	2,794 45	24,478 16	3,911 97	.....	5,097 06	108,494 77
Orleansburg.....	10,432 66	6,623 98	.....	18,700 00	.....	.....	181 86	35,986 45
Saratoga.....	14,287 55	87,764 26	1 96	54,566 42	.....	.....	2,251 95	109,264 13
Schenectady, towns.....	233 97	6,970 66	.....	8,867 44	.....	.....	.....	16,847 91
City.....	.....	8,068 97	.....	15,000 00	.....	.....	.....	25,463 64
Schoharie.....	1,192 36	24,087 88	.....	18,942 18	.....	.....	2,404 67	53,663 11
Schenoy.....	3,489 10	14,231 07	.....	13,067 20	.....	.....	651 78	33,296 45
Seneca.....	7,782 89	18,888 50	480 46	26,033 94	.....	.....	375 80	56,142 99
Steuben.....	4,638 51	53,907 39	1,629 83	76,875 98	.....	.....	1,718 33	147,201 39
Suffolk.....	8,465 85	32,156 73	78 00	63,346 04	6,911 78	.....	5,780 83	110,106 29
Sullivan.....	857 34	23,474 20	652 00	20,271 22	.....	.....	5,481 31	45,404 50
Tioga.....	3,375 65	23,736 25	.....	29,167 69	.....	.....	173 44	40,830 23
Tompkins.....	2,032 20	53,221 90	.....	37,471 16	.....	.....	2,670 60	73,014 82
Ulster.....	10,380 22	17,054 14	.....	69,841 53	.....	.....	2,363 52	139,888 94
Warren.....	315 30	34,622 23	.....	15,933 53	.....	.....	246 77	89,394 84
Washington.....	4,411 30	85,508 60	.....	43,251 94	.....	.....	3,823 37	87,084 25
Wayne.....	3,968 44	50,427 43	1,004 00	165,009 23	.....	.....	1,511 30	298,172 35
Westchester, towns.....	49,148 26	10,183 69	112 59	46,190 95	.....	.....	5,149 43	60,006 76
Yonkers.....	3,223 21	22,464 66	10 00	26,319 99	.....	.....	439 01	53,491 33
Wyoming.....	2,390 13	14,431 41	.....	19,012 36	.....	.....	8,266 58	42,137 31
Yates.....	925 80	.....	.....	.....	.....	.....	5,871 64	.....
Total for towns.....	\$310,518 98	\$1,744,143 51	\$30,218 29	\$2,361,398 71	\$111,075 60	.....	\$223,944 45	\$4,781,299 54
Total for cities.....	\$76,431 16	\$1,251,308 61	\$1,988 89	\$3,032,401 62	.....	.....	\$180,225 26	\$7,263,425 54
Total for State.....	\$1,088,450 14	\$2,995,452 12	\$32,177 18	\$7,393,800 33	\$111,075 60	.....	\$363,169 71	\$11,984,715 08

TABLE No. 5.—(Continued).
PAYMENTS.

COUNTIES. TOWNS AND CITIES.	7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For colored schools.	11. For school-houses, sites, fences, out-houses, repairs furniture, etc.	12. For all other incidental expenses.	13. Forfeited in hands of Supervisor first Tuesday of March, 1881.	14. Amount remaining on hand September 30, 1881.	15. Total.
Albany, towns...	\$51,877 44	\$357 53	\$351 79	.....	\$13,776 16	\$7,188 88	.....	\$2,518 86	\$75,970 68
City	143,819 24	1,001 53	12 85	.....	42,891 41	12,520 54	.....	56,969 08	257,189 25
Colosse	32,917 08	24 00	145 23	.....	3,853 99	*10,823 58	.....	22,174 94	89,588 33
Allegany	51,201 81	33 13	363 93	.....	9,010 89	4,523 07	\$1 37	2,446 39	95,844 69
Broome, towns	44,471 09	38 49	161 30	.....	9,794 80	4,751 13	.....	1,869 07	97,005 94
Binghamton	29,193 43	2,086 04	31 48	.....	8,837 28	7,214 83	.....	1,988 92	83,970 74
Cattaraugus	74,153 36	306 57	238 06	.....	9,493 33	7,610 89	.....	4,054 14	94,451 53
Cayuga, towns	57,450 49	508 57	168 54	.....	4,187 68	10,863 97	.....	30,851 36	74,551 34
Auburn	57,730 01	508 57	215 51	.....	30,586 98	19,898 71	.....	6,060 49	65,833 19
Chautauqua	55,295 01	492 81	265 26	.....	2,725 64	12,831 95	.....	1,707 82	145,419 30
Oranienburg, towns	27,724 25	32 63	139 06	.....	21,133 10	9,827 57	.....	1,872 97	35,173 04
Minerva	40,723 25	10 00	124 59	.....	5,578 01	4,458 37	.....	1,437 91	73,297 43
Chemung	59,708 73	508 10	221 17	.....	5,633 02	10,351 16	.....	2,436 21	78,042 38
Chemango	59,323 15	343 67	131 91	.....	9,453 64	5,914 35	.....	1,829 60	78,099 18
Columbia, towns	53,549 85	82 40	650 12	\$155 00	2,301 05	1,464 65	.....	5,759 97	70,634 96
Hudson	8,420 64	.....	122 50	.....	2,828 83	2,332 98	.....	1,767 33	18,068 81
Cortland	31,019 34	9 90	40 53	.....	2,828 83	3,899 74	3 98	1,437 77	38,063 02
Delaware	63,696 19	114 15	62 71	.....	10,342 97	8,847 64	3 80	4,779 59	75,977 98
Duchess, towns	33,474 50	599 19	690 77	474 40	4,541 35	5,598 28	.....	13,170 24	109,270 05
Poughkeepsle	25,645 18	3,473 16	1,395 39	.....	12,573 95	7,781 64	.....	96,292 30	53,823 60
Erie, towns	69,378 58	231 47	170 83	.....	31,797 65	34,118 75	.....	155 85	483,627 95
Buffalo	282,047 06	1,431 77	.....	.....	5,023 30	6,689 76	.....	124,242 72	62,024 38
Essex	45,846 22	161 47	242 68	.....	19,130 01	5,915 77	.....	15,158 82	77,540 55
Franklin	36,202 77	597 37	544 81	.....	6,563 35	8,857 71	.....	2,143 20	53,440 12
Fulton	39,421 97	328 54	95 70	.....	2,123 89	5,800 60	.....	1,921 75	55,986 14
Genesee	38,832 07	318 74	449 63	.....	8,663 35	3,683 32	.....	1,065 72	48,906 39
Greene	40,883 42	100 71	53 50	380 00	2,123 89	3,290 03	10 33	1,203 38	7,193 43
Hamilton	5,900 00	.....	4 50	.....	13,677 92	6,675 74	6 10	2,539 79	84,183 17
Herkimer	60,851 46	329 57	102 59	.....	.....	.....	.....	.....	.....

Jefferson, towns.....	69,499 57	248 55	185 75	14,945 81	7,518 69	3,076 24	85,854 35
Watertown.....	18,205 00	692 65	512 42	1,963 80	8,220 55	.....	29,894 43
Kings, towns.....	37,921 20	397 61	459 13	7,077 86	14,277 36	24,790 34	85,967 69
Brooklyn.....	773,513 33	749 98	433 37	102,359 91	198,453 80	871,448 25	1,457,722 83
Lewis.....	31,731 57	30 98	74 80	3,655 42	7,983 41	519 04	64,187 40
Livingston.....	46,416 85	683 43	428 67	7,584 43	7,771 10	2,040 61	79,895 98
Madison.....	55,273 72	245 88	405 63	12,419 64	8,839 68	5,668 68	98,967 82
Monroe, towns.....	68,270 17	76 13	306 54	12,449 16	31,898 72	4,719 95	283,967 82
Rochester.....	128,753 13	975 04	1,537 00	58,552 16	46,239 34	64,017 20	63,178 80
Montgomery.....	48,979 69	138 51	246 63	7,472 19	5,239 34	3,102 41	8,641,845 30
New York.....	2,525,202 57	259 60	135,430 04	501,359 82	462,713 64	.....	65,096 23
Niagara, towns.....	46,854 03	.....	100 86	5,000 53	6,458 44	6,422 17	48,702 74
Lockport.....	21,910 50	96 95	14 63	2,688 36	12,170 72	18,571 24	128,320 00
Oneida, towns.....	97,561 44	356 88	340 96	12,646 08	5,421 05	5,239 47	117,341 14
Utica.....	50,844 51	1,003 19	64 22	16,179 78	12,415 81	38,167 00	116,587 16
Onondaga, towns.....	90,188 10	330 81	387 86	8,971 03	10,688 77	4,234 03	188,976 97
Syracuse.....	86,735 28	2,849 32	2,287 18	22,788 67	9,246 04	53,530 75	99,877 33
Ontario.....	67,964 14	334 99	88 57	15,365 68	15,996 95	6,857 01	130,086 45
Orange, towns.....	96,466 39	791 00	163 73	9,323 53	6,408 95	12,890 23	47,737 35
Newburgh.....	23,205 77	2,778 83	1,162 37	5,200 53	4,980 19	3,030 51	57,934 87
Orleans.....	39,845 71	75 39	38 97	10,340 66	8,364 06	2,653 95	78,762 83
Oswego, towns.....	61,091 46	127 12	438 15	6,423 24	7,651 94	2,152 17	41,083 33
City.....	25,017 93	439 29	371 15	5,450 85	7,428 83	1,750 51	92,780 55
Otsego.....	72,450 73	68 41	181 69	10,300 23	15,580 23	3,339 51	36,327 40
Fulton.....	22,961 16	31 96	108 63	8,751 33	4,616 96	22,382 23	167,728 79
Queens, towns.....	94,878 03	816 67	3,995 16	27,720 08	9,352 34	6,305 84	46,052 91
Long Island City.....	26,885 89	.....	1,701 40	6,963 32	9,352 34	3,326 33	108,360 16
Rensselaer, towns.....	71,235 99	406 14	305 05	23,743 31	18,250 99	15,770 88	117,136 21
Troy.....	77,431 77	.....	.....	5,685 07	18,946 88	7,386 69	104,650 26
Richmond.....	58,035 12	326 32	3,172 21	16,291 61	4,331 80	9,657 47	59,394 45
Rockland.....	39,798 65	147 82	601 10	4,367 54	8,860 63	8,245 21	108,360 16
St. Lawrence, towns.....	94,248 87	109 40	236 67	12,235 05	8,467 57	13,708 65	35,958 45
Ogdensburg.....	11,413 00	87 75	90 33	7,284 48	12,072 13	15,099 45	16,347 91
Saratoga.....	68,846 73	617 83	31 25	12,567 66	1,161 17	65 57	25,463 94
Schenectady, towns.....	13,408 49	47 87	69 09	1,630 77	2,870 91	.....	53,063 11
City.....	19,078 42	219 34	69 09	3,295 97	3,774 43	8,591 14	33,295 45
Schoharie.....	45,494 78	17 65	33 40	3,637 41	2,716 16	7,329 13	59,142 96
Schoyler.....	24,965 97	44 10	235 88	1,915 08	5,425 95	4,632 64	147,501 86
Seneca.....	38,324 71	215 63	285 88	4,562 19	18,331 35	5,740 51	110,100 23
Steuben.....	102,091 81	144 67	281 23	21,711 12	10,398 20	1,045 83	45,408 50
Suffolk.....	15,774 79	80 70	523 55	18,565 49	2,621 69	1,821 15	60,800 50
Sullivan.....	38,039 61	85 56	128 52	5,387 79	9,969 04	2,204 60	73,018 32
Tioga.....	43,166 40	176 11	176 11	7,840 89	6,969 74	3,624 53	139,538 64
Tompkins.....	47,094 52	758 93	175 89	12,060 80	11,601 66	8,470 22	34,530 66
Ulster.....	106,430 11	323 34	1,637 62	11,623 73	2,079 04	.....	.....
Warren.....	26,134 67	68 41	22 77	6,714 55	.....	.....	.....

*Includes the sum of \$4,095.41, alleged to have been an error in reporting the amount on hand September 30, 1880. For detailed statement see report of President Board of Education in the appendix.

TABLE No. 5.—(Continued).

COUNTIES. TOWNS AND CITIES.	7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For colored schools.	11. For school-houses, sites, fences, out-houses, repairs furniture, etc.	12. For all other incidental expenses.	13. Forfeited in hands of Supervisor, first Tuesday of March, 1881.	14. Amount remaining on hand September 30, 1881.	15. Total.
Washington.....	\$64,633 77	\$262 89	\$769 03	.....	\$10,364 43	\$9,896 53	.....	\$3,118 19	\$69,364 84
Wayne.....	66,102 00	135 60	400 43	.....	9,541 13	8,541 13	.....	2,540 22	87,084 25
Westchester, towns.....	153,936 42	2,147 39	7,265 09	\$602 27	30,307 38	23,649 24	.....	51,564 56	269,772 35
Yonkers.....	40,537 85	81 20	.....	.....	5,390 56	7,533 16	.....	6,465 99	60,008 76
Wyoming.....	39,294 58	58 93	227 17	.....	7,905 99	4,890 02	.....	1,904 64	53,491 39
Yates.....	27,684 45	46 35	95 90	.....	8,695 00	5,802 67	.....	412 94	42,737 31
Total for towns.....	\$3,362,185 24	\$16,959 24	\$29,106 85	\$7,218 11	\$92,585 87	\$ 454,924 50	\$62 88	\$312,216 85	\$4,781,289 54
Total for cities.....	\$4,413,319 96	\$18,539 96	\$145,706 33	\$39,873 33	\$574,775 13	\$263,509 96	.....	\$857,685 83	\$7,203,425 54
Total for State.....	\$7,775,505 22	\$35,499 22	\$174,813 18	\$44,096 44	\$1,457,361 00	\$1,311,434 46	\$62 88	\$1,175,912 68	\$11,394,715 08

STATEMENT OF THE INVESTMENT OF THE CAPITAL OF THE STATE

TABLE No. 6.
STATEMENT of the investment of the capital of the School Fund at close of each fiscal year since its establishment, to September 30, 1881.

YEARS.	BONDS.		LOANS OF				District of Columbia bonds.	Middletown bonds.
	For lands sold.	For loans.	1788.	1792.	1808.	1840.		
1805.....	\$87,674 83	\$24,800 00						
1806.....	163,407 63	42,800 00						
1807.....	212,346 31	62,778 00						
1808.....	219,866 21	83,403 00						
1809.....	232,702 97	101,501 00						
1810.....	240,570 67	69,633 75						
1811.....	253,743 33	101,824 32						
1812.....	260,342 36	143,965 28						
1813.....	268,124 86	222,540 91						
1814.....	283,124 91	245,034 31						
1815.....	300,185 33	328,107 63						
1816.....	306,383 60	362,106 63						
1817.....	316,434 39	367,980 71						
1818.....		360,000 17						
1819.....				\$500,000 00	\$449,076 00			
1820.....				500,000 00	449,076 00			
1821.....		4,554 57		500,000 00	449,076 00			
1822.....				496,177 50	449,076 00			
1823.....	23,883 30			483,232 87	447,495 25			
1824.....	85,749 12			443,980 50	439,372 50			
1825.....	100,694 46			410,547 06	434,182 50			
1826.....	112,751 28			382,549 40	430,121 50			
1827.....	186,624 50			353,186 96	426,303 54			
1828.....	201,611 65	1,500 00	\$31,624 88	317,880 17	411,332 82			
1829.....	212,421 98	30,005 21	20,665 00	300,073 54	393,461 53			
1830.....	242,613 52	18,800 00	9,611 47	275,591 91	383,985 16			
1831.....	335,233 92	20,850 00	10,137 22	246,337 63	352,062 75			
1832.....	570,049 23	17,663 06	3,394 65	215,037 63	290,453 46			
1833.....	651,510 80	24,050 00	2,826 87	201,000 66	285,193 04			
1834.....	801,646 20	40,665 00	2,815 12	179,571 17	280,120 93			
1835.....	1,098,577 86	176,444 48	2,815 12	160,038 95	242,078 44			
1836.....	1,154,809 48	190,330 89	2,815 12	156,106 57	235,917 06			
1837.....	1,118,098 35	264,530 21	2,815 12	135,401 74	223,065 22			
1838.....	1,094,221 62	297,566 29	2,815 12	138,401 74	223,065 22			
1839.....	1,047,055 80	329,613 63	2,815 12	134,508 61	220,346 22			
1840.....	1,022,200 85	409,087 14	2,815 12	130,192 14	220,346 22			
1841.....	1,087,554 15	424,118 03	2,815 12	115,965 72	221,176 95			
1842.....	1,014,305 07	409,316 11				\$1,500 00		
						33,200 00		

TABLE No. 6 — (Continued).

YEARS.	Bank stock.	State stocks.	United States stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for escheated lands.	Quit rents, arrearages of interest, and miscellaneous.	Oswego city bonds.	Total amount of capital.
1805.	\$1,874 10	...	...	...	\$20,774 10
1806.	2,688 13	...	...	...	183,162 96
1807.	16,978 93	...	...	...	307,104 56
1808.	3,606 67	...	...	...	390,637 15
1809.	3,350 30	...	...	...	428,177 91
1810.	336 33	...	...	...	483,326 29
1811.	2,338 37	...	...	...	538,464 00
1812.	5,345 54	...	...	...	636,758 07
1813.	35,955 43	...	...	...	822,064 94
1814.	42,548 02	...	...	...	891,457 89
1815.	934,015 13
1816.	982,242 26
1817.	971,304 31
1818.	1,454 53	...	...	...	1,044,889 09
1819.	1,229,076 00
1820.	1,215,526 00
1821.	1,185,641 98
1822.	3,822 50	...	...	...	1,155,827 40
1823.	8,897 94	\$6,686 85	...	...	1,172,913 28
1824.	8,025 37	8,853 63	...	...	1,200,046 14
1825.	9,520 56	...	...	...	1,319,889 46
1826.	11,820 88	11,781 88	...	...	1,333,477 64
1827.	97,653 00	11,679 37	...	...	1,611,067 80
1828.	70,446 24	23,607 81	...	...	1,684,028 80
1829.	45,001 72	26,363 55	...	...	1,711,081 24
1830.	83,463 85	...	...	...	1,735,569 66
1831.	61,887 64	...	...	...	1,754,159 40
1832.	2,714 02	...	...	...	1,735,175 28
1833.	1,764,046 84
1834.	1,791,351 77
1835.	52,413 15	...	...	...	1,875,191 71
1836.	64,111 59	...	...	...	1,917,494 17
1837.	89,880 37	...	...	...	1,910,647 08
1838.	85,256 45	...	...	...	1,962,707 51
1839.	67,414 57	...	...	...	2,032,451 99
1840.	117,542 10	...	...	...	2,083,697 95
1841.	12,302 06	...	...	...	2,086,025 08
1842.	45,797 91	...	...	...	1,995,380 72

* Treasury notes.

TABLE No. 6 — (Continued).

YEARS.	Bank stock.	State stocks.	United States stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for escheated lands.	Outrents, arrearages of interest, and miscellaneous.	Oswego city bonds.	Total amount of capital.
1863.....	\$102,300	\$23,200 96	.....	.....	\$115,086 31	.....	.....	.....	\$1,975,083 15
1864.....	102,300	23,200 96	.....	.....	219,384 85	.....	.....	.....	1,992,916 35
1865.....	50,000	115,500 96	.....	\$51,645 49	320,354 11	.....	.....	.....	2,080,632 41
1866.....	50,000	115,500 96	.....	51,645 49	413,028 46	.....	.....	.....	2,138,998 46
1867.....	50,000	115,500 96	.....	51,645 49	555,406 32	.....	.....	.....	2,170,514 47
1868.....	50,000	280,500 96	.....	451,645 49	143,236 81	.....	.....	.....	2,211,475 14
1869.....	50,000	288,500 96	.....	656,445 49	64,685 05	.....	.....	.....	2,243,563 38
1870.....	50,000	213,200 96	.....	854,951 65	132,179 53	.....	.....	.....	2,300,673 23
1871.....	50,000	163,200 96	.....	1,024,951 65	112,548 13	.....	.....	.....	2,326,449 72
1872.....	50,000	163,200 96	.....	1,024,951 65	296,575 80	.....	.....	.....	2,354,330 00
1873.....	50,000	163,200 96	.....	1,024,951 65	230,481 87	.....	.....	.....	2,382,357 25
1874.....	50,000	231,400 96	.....	1,043,341 33	229,147 49	.....	.....	.....	2,428,211 97
1875.....	50,000	231,400 96	.....	1,043,341 33	282,667 85	.....	.....	.....	2,457,329 89
1876.....	50,000	336,500 96	.....	1,043,341 33	347,629 30	.....	.....	.....	2,491,919 14
1877.....	50,000	336,500 96	.....	1,043,341 33	312,539 00	.....	.....	.....	2,526,362 24
1878.....	50,000	336,500 96	.....	356,300 00	394,430 94	.....	.....	.....	2,559,290 52
1879.....	50,000	336,500 96	.....	356,300 00	325,173 71	.....	.....	.....	2,590,538 68
1880.....	50,000	1,135,057 24	.....	356,300 00	289,173 45	.....	.....	.....	2,625,476 94
1881.....	50,000	1,135,057 24	.....	356,300 00	270,521 20	.....	.....	.....	2,653,116 42
1882.....	50,000	1,135,057 24	.....	356,300 00	304,010 08	.....	.....	.....	2,684,523 33
1883.....	50,000	1,135,057 24	.....	356,300 00	523,312 59	.....	.....	.....	2,734,213 15
1884.....	50,000	1,135,057 24	.....	356,300 00	403,006 22	.....	.....	.....	2,765,730 77
1885.....	50,000	1,135,057 24	.....	356,300 00	1,011,555 09	.....	.....	.....	2,799,630 04
1886.....	50,000	1,135,057 24	.....	356,300 00	1,061,297 67	.....	.....	.....	2,827,465 34
1887.....	50,000	1,135,057 24	.....	356,300 00	1,054,571 42	.....	.....	\$60,000	2,853,306 40
1888.....	50,000	1,135,057 24	.....	356,300 00	1,058,010 26	.....	.....	51,400	2,880,017 01
1889.....	50,000	1,135,057 24	.....	356,300 00	1,133,597 98	.....	.....	42,800	2,915,633 04
1890.....	50,000	1,135,057 24	.....	356,300 00	1,226,480 30	.....	.....	42,800	2,978,576 52
1891.....	50,000	1,135,057 24	.....	356,300 00	1,277,547 36	.....	.....	34,200	3,004,513 55
1892.....	50,000	1,135,057 24	.....	356,300 00	1,310,866 38	.....	.....	25,600	3,029,513 55
1893.....	50,000	1,135,057 24	.....	356,300 00	1,336,891 73	.....	.....	17,000	3,054,773 10
1894.....	50,000	1,135,057 24	.....	356,300 00	1,381,705 96	.....	.....	10,400	3,080,107 68
1895.....	50,000	1,135,057 24	.....	356,300 00	1,422,025 01	.....	.....	7,800	3,105,107 68
1896.....	50,000	1,135,057 24	.....	250,000 00	2,388,301 31	.....	.....	5,200	3,130,762 78
1897.....	50,000	.....	\$30,000 00	.....	2,687,858 56	.....	.....	2,600	3,156,062 78
1898.....	50,000	.....	445,000 00	.....	2,392,561 00	.....	.....	.....	3,220,285 54
1899.....	50,000	.....	1,445,000 00	.....	1,370,135 01	.....	.....	.....	3,251,285 54
1900.....	50,000	.....	1,445,000 00	.....	1,374,369 27	.....	.....	.....	3,276,601 54

TABLE No. 7.
COMPARATIVE STATISTICS of the Common Schools of the State for the fiscal year ending September 30, 1876, and for the year ending September 30, 1881.
STATISTICAL.

	1881.			1876.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts.....	753	11,248	12,001	708	11,285	11,993
Number of teachers employed at the same time for 28 weeks or more.....	6,481	14,250	20,731	5,648	13,094	19,342
Number of children between five and twenty-one years of age.....	848,089	814,053	1,662,122	781,847	853,754	1,635,601
Average number of weeks school was taught by duly licensed teachers.....	40.8	38.3	39.5	40.8	32.8	36.1
Number of male teachers employed.....	683	6,896	7,579	634	7,053	7,687
Number of female teachers employed.....	6,574	16,553	23,127	5,987	16,695	22,522
Number of children attending school.....	433,918	587,399	1,021,233	449,049	598,054	1,047,103
Average daily attendance.....	258,720	300,679	559,399	231,412	310,198	541,610
Number of times schools have been visited by commissioners.....	163,589	18,499	182,088	145,436	17,125	162,561
Number of volumes in district libraries.....	45	543,566	707,155	.....	659,896	804,802
Number of school-houses, log.....	.....	78	78	.....	93	93
Number of school-houses, frame.....	.....	10,028	10,073	61	9,964	10,025
Number of school-houses, brick.....	387	956	1,343	359	999	1,358
Number of school-houses, stone.....	9	391	400	10	438	448
Total number of school-houses.....	441	11,453	11,894	430	11,394	11,824

TABLE No. 7.—(Continued).
FINANCIAL.

RECEIPTS.	1881.			1876.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Amount on hand at the beginning of the year.....	\$773,451 16	\$310,518 98	\$1,083,970 14	\$948,762 22	\$271,238 40	\$1,220,000 62
Apportionment of public moneys	1,251,308 61	1,744,143 51	2,995,452 12	1,213,082 06	1,742,303 29	2,955,385 35
Proceeds of the gospel and school lands	1,958 89	30,218 29	32,177 18	40 51	84,648 85	84,689 36
Raised by tax	5,082,601 02	2,381,388 71	7,463,990 33	5,083,779 30	2,883,256 97	7,967,036 27
Estimated value of teachers' board .....	.....	111,075 60	111,075 60	.....	175,087 04	175,087 04
From all other sources	139,225 26	223,944 45	363,169 71	58,426 61	282,687 69	341,114 30
Total	\$7,203,426 54	\$4,731,289 54	\$11,934,715 08	\$7,304,080 70	\$5,369,182 24	\$12,673,272 94
EXPENDITURES.						
For teachers' wages	\$4,413,319 98	\$3,362,185 94	\$7,775,505 22	\$4,220,093 27	\$3,745,771 24	\$7,965,864 51
For libraries	18,539 98	16,959 24	35,499 22	14,437 98	16,324 86	30,762 82
For school apparatus	145,708 33	29,108 85	174,817 18	161,565 35	28,913 34	190,478 69
For colored schools	36,873 33	7,218 11	44,091 44	53,956 71	8,332 87	62,289 08
For school-houses, sites, etc.	874,775 13	522,585 37	1,407,361 00	1,006,100 37	774,042 91	1,780,143 28
For all other incidental expenses	883,509 98	454,984 50	1,338,494 48	889,676 50	509,773 94	1,409,450 44
Forfeited in hands of supervisors .....	.....	12 88	12 88	.....	110 46	110 46
Amount on hand at the end of the year	857,685 83	318,216 85	1,175,902 68	948,320 54	285,913 62	1,234,234 16
Total	\$7,203,426 54	\$4,731,289 54	\$11,934,715 08	\$7,304,080 70	\$5,369,182 24	\$12,673,272 94

TABLE No. 8.
TEACHERS' INSTITUTES, 1881 — SPRING INSTITUTE.

COUNTIES.	Place of meeting.	Date of beginning.	Teachers in attendance.			Average daily attendance.			Aggregate number of days attended.	Average terms taught by teachers.	
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.
Albany.....	New Salem.....	February 14	65	54	120	42	38	80	400	3	6
Broome.....	Chenango Forks.....	April 4	39	114	153	32	104	136	680	3	6
Cayuga.....	Cayuga.....	March 21	30	70	100	23	56	79	395	4	6
Chenango.....	Norwich.....	March 23	48	197	245	33	144	177	885	4	6
Clinton.....	Plattsburgh.....	March 21	56	216	272	49	203	252	1,290	7	7
Columbia.....	Chatbam.....	June 27	50	96	146	36	75	111	555	13	8
Cortland.....	Cortland.....	February 21	41	110	151	27	82	109	545	3	4
Dutchess.....	Poughkeepsie.....	May 16	64	187	251	53	162	215	1,100	20	10
Essex.....	Crown Point.....	February 28	36	84	120	23	70	93	690	11	5
Genesee.....	Batavia.....	April 25	36	150	186	23	109	132	690	11	5
Jefferson.....	Carthage.....	April 4	50	187	237	40	128	168	840	3	4
Kings.....	Flatbush.....	May 9	21	59	80	20	55	75	375	35	10
Madison.....	Earville.....	June 6	31	117	148	20	98	118	590	7	5
Oneida.....	Rome.....	April 18	77	276	353	54	174	228	1,140	9	6
Onondaga.....	Jordan.....	March 28	70	223	293	35	115	150	750	6	6
Ontario.....	Geneva.....	April 4	59	139	198	38	102	140	700	8	9
Oswego.....	Fulton.....	April 11	39	122	161	23	90	113	565	9	6
Oswego.....	Cooperstown.....	April 25	42	173	215	38	184	222	1,110	6	6
Putnam.....	Carmel.....	March 13	18	42	60	15	34	49	245	13	12
Queens.....	Roslyn.....	June 9	46	137	183	33	110	143	715	23	10
Rensselaer.....	Hoosick Falls.....	March 21	54	135	189	36	106	142	710	11	7
Richmond.....	Shapleton.....	May 16	29	67	96	28	60	88	440	27	15
Rockland.....	Haverstraw.....	May 30	34	30	64	22	20	42	210	18	10
St. Lawrence.....	Norwood.....	March 18	31	154	185	15	108	123	615	5	6
Schenectady.....	Schenectady.....	April 2	17	43	60	11	25	36	180	10	8
Schenectady.....	Schuyler.....	May 18	20	96	116	14	75	89	445	11	5
Seneca.....	Watkins.....	April 28	31	151	182	79	139	218	1,090	6	6
Suffolk.....	Waterloo.....	March 28	91	151	242	79	139	218	1,090	6	6
Suffolk.....	Huntington.....	May 2	46	153	199	35	129	164	830	14	9

TABLE NO. 8 — (Continued).

COUNTIES.	Place of meeting.	Date of beginning.	Teachers in attendance.			Average daily attendance.			Aggregate number of days attendance.	Average terms taught by teachers.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Tompkins.....	Ithaca.....	March 14	37	102	139	28	86	112	590	5	4	4
Wayne.....	Palmyra.....	April 11	97	219	316	61	154	215	1,075	6	4	4
Westchester.....	Yonkers.....	June 27	49	146	195	52	90	142	710	21	11	13
Wyoming.....	Warsaw.....	March 28	28	107	133	10	70	80	400	7	4	4
Yates.....	Penn Yan.....	April 11	38	93	131	23	57	80	400	8	7	7
Totals .....	.....	.....	1,498	4,249	5,737	1,063	3,232	4,335	21,375	10	7	7

TABLE No. 8.—(Continued).
TEACHERS' INSTITUTES, 1881. FALL INSTITUTE.

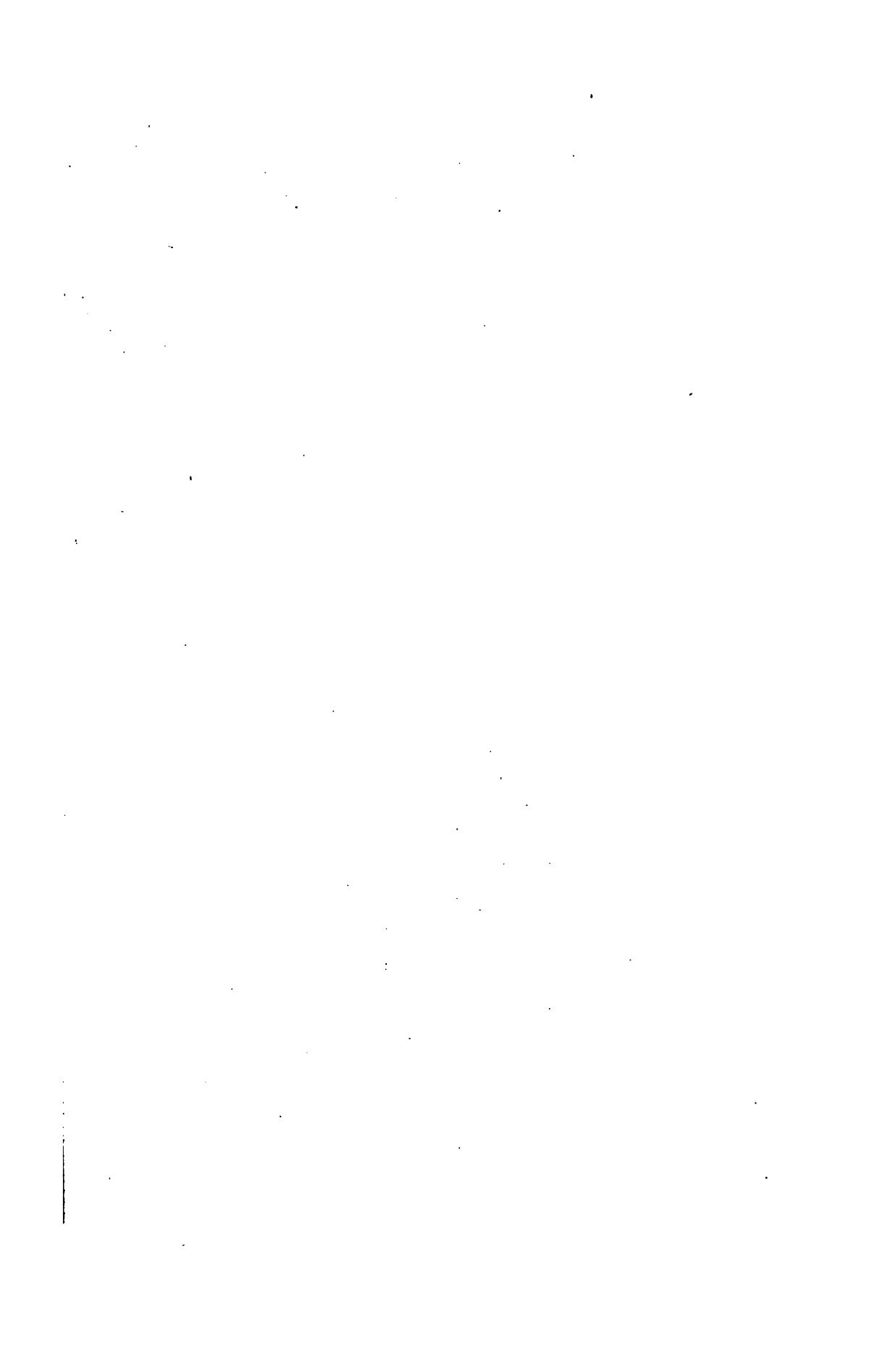
COUNTIES.	Place of meeting.	Date of beginning.	Teachers in attendance.			Average daily attendance.			Aggregate number of days at attendance.	Average terms taught by teachers.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Albany.....	Coeymans.....	September 12	34	44	78	20	33	53	265	17	9	26
Allegany.....	Friendship.....	August 15	32	147	180	35	115	150	750	5	5	10
Broome.....	Binghamton.....	September 19	33	142	175	27	109	136	680	4	5	9
Cattaraugus.....	Ellicottville.....	August 15	53	130	183	42	108	150	750	4	5	9
Cayuga.....	Weedsport.....	October 3	56	104	160	35	71	106	530	7	5	12
Chemung.....	Chautauqua.....	July 18	30	152	182	21	118	139	695	12	8	20
Columbia.....	Horseheads.....	August 22	24	105	129	16	73	89	445	10	4	14
Cortland.....	Ghent.....	November 14	44	59	103	30	49	79	395	12	12	24
Delaware.....	Homer.....	October 31	42	91	133	25	68	93	465	2	3	5
Erie.....	Delhi.....	October 24	153	196	349	104	128	232	1,100	4	4	8
Essex.....	Hamburg.....	July 25	46	117	163	33	86	119	595	5	5	10
Franklin.....	Malone.....	June 13	36	119	155	29	113	142	710	6	5	11
Fulton.....	Elizabethtown.....	October 10	21	117	138	15	86	101	505	2	6	8
Genesee.....	Gloversville.....	August 29	48	89	137	29	57	86	430	9	9	18
Greene.....	Batavia.....	October 3	70	154	224	52	124	176	880	9	5	14
Herkimer.....	Catskill.....	October 3	52	90	142	34	69	103	515	10	9	19
Jefferson.....	Herkimer.....	September 5	49	109	158	33	75	108	540	10	9	19
Lewis.....	Watertown.....	September 19	94	136	230	62	130	192	990	4	6	10
Livingston.....	Martinsburgh.....	September 5	12	58	70	8	36	44	220	4	6	10
Madison.....	Avon.....	August 8	21	76	97	10	54	64	320	9	6	15
Monroe.....	Cazenovia.....	September 19	64	99	163	33	61	94	470	5	5	10
Montgomery.....	Fairport.....	September 15	61	184	245	60	106	166	830	6	6	12
Niagara.....	Amsterdam.....	October 17	69	93	162	41	63	104	520	14	5	19
Onondaga.....	Lockport.....	September 27	70	143	213	39	85	124	496	6	7	13
Ontario.....	Syracuse.....	August 29	56	149	205	22	61	83	415	8	6	14
Orange.....	Canandaigua.....	September 27	62	161	223	47	133	180	890	9	7	16
Oswego.....	Newburgh.....	August 5	37	80	117	20	26	46	230	24	12	36
Otsego.....	Albion.....	October 17	70	175	245	39	113	152	780	3	6	9
Rensselaer.....	Parish.....	November 21	81	108	189	65	45	110	550	6	4	10
Saratoga.....	Oneonta.....	October 24	82	118	200	69	104	173	865	6	7	13
	Berlin.....	August 22	67	110	177	45	86	131	655	10	7	17
	Springs.....	September 12	57	173	230	47	143	190	950	13	9	22

TABLE No. 8.—(Continued).

COUNTIES.	Place of meeting.	Date of beginning.	Teachers in attendance.			Average daily attendance.			Aggregate number of days attendance.	Average terms taught by teachers.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Schoharie.....	Schoharie.....	October 31	112	140	252	91	116	207	1,035	4	3	7
Schuyler.....	Watkins.....	August 29	44	65	109	21	38	59	295	5	5	10
Steuben.....	Addison.....	October 31	59	103	162	38	78	116	580	3	6	9
Sullivan.....	Monticello.....	September 12	31	83	114	21	63	84	430	3	3	6
Tioga.....	Owego.....	August 8	36	170	206	32	159	191	955	7	6	13
Ulster.....	New Paltz.....	November 14	42	68	110	33	41	74	370	16	1	17
Warren.....	Warrensburgh.....	August 15	35	117	152	29	100	129	645	8	9	17
Wayne.....	Sandy Hill.....	August 22	28	118	146	18	82	100	500	7	4	11
Wyoming.....	Lyons.....	October 10	102	160	263	51	103	154	770	6	6	12
Yates.....	Warsaw.....	September 27	54	147	201	33	99	132	528	4	5	9
Allegany and Cattaraugus Resery'n	Penn Yan.....	December 19	55	56	111	36	34	70	350	5	8	13
	Salamanca.....	December 12	4	12	16	4	12	16	80	4	15	19
Total.....	.....	.....	2,345	5,127	7,472	1,594	3,643	5,237	25,759	7	6	13

TABLE No. 9.
 STATISTICS of Attendance, from reports of Local Boards, for the year ending September 30, 1881.
 NORMAL SCHOOLS.

LOCATION.	Established.	Opened.	DEPARTMENTS.	ATTENDANCE DURING THE YEAR.			AVERAGE AGES.		GRADUATED 1881.		WHOLE NUMBER OF GRADUATES.	
				Pupils.	Total.	Average.	Total.	Male.	Female.	Male.	Female.	Total.
Albany.....	1844	1844	Normal.....	484	652	290	825	20.8	19.4	21	41	62
			Model.....	168	65	65						
			Normal.....	381	213	213		19	19	6	17	23
Brockport.....	1866	1867	Academic.....	173	58	115						
			Intermediate.....	151	113	113						
			Primary.....	186	891	166	499	18.9	18.2	2	24	26
Buffalo.....	1867	1871	Normal.....	278		3				10	300	210
			Academic.....	5								
			Primary.....	292	545	192	381	19.7	19	5	32	37
Cortland.....	1866	1869	Normal.....	364		213				62	255	317
			Academic.....	33		18						
			Intermediate.....	203		134						
			Primary.....	292	892	162	517					
Fredonia.....	1866	1868	Normal.....	182		109		19.3	18.8	4	16	20
			Academic.....	67		41						
			Intermediate.....	174		139	389					
			Primary.....	143	565	110						
Geneseo.....	1867	1871	Normal.....	416		220		19.7	19.2	4	8	12
			Academic.....	121		50						
			Intermediate.....	183		114	495					
			Primary.....	164	884	111						
Oswego.....	1863	1863	Normal.....	440		244		21	20	3	62	65
			Primary.....	404	844	223	477			89	927	1,016
Potsdam.....	1866	1869	Normal.....	385		180		18.1	20.6	9	24	33
			Academic.....	50		13						
			Intermediate.....	133		87						
			Primary.....	103	671	73	353					
Total.....				5,944			3,416			54	224	278
										1,313	3,690	5,003



(A.)

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

NEW YORK, November 14, 1881.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have the honor to inclose to you, herewith, pursuant to the instructions of the Chamber of Commerce, a copy of the report of the annual examination of the Nautical School of the Port of New York, on board the school-ship "St. Mary's," on the 13th of October, by the Council appointed by this Chamber.

With great respect, your obedient servant,

GEORGE WILSON,
Secretary.

REPORT OF THE ANNUAL EXAMINATION OF THE NAUTICAL SCHOOL OF
THE PORT OF NEW YORK.

REPORT OF COUNCIL.

To the Chamber of Commerce :

The Council of the Nautical School of the Port of New York respectfully beg to submit the following report :

The sixth annual examination was held on board the "St. Mary's" on Thursday, the 13th of October, and your Council was assisted in the work by Captains G. D. S. Trask, R. W. Wheeler and William B. Ostrom, who consented to serve as the Committee of Experts.

There were also some fifteen shipmasters specially invited to witness the examination, who have fully concurred in the report (annexed) of the experts, and which so fully explains all the details, to which we refer you with pleasure and satisfaction.

The exercises, and the reception of the guests in the afternoon, were, as usual, as in former years, and as much approved. Mr. Seth Low presented, in behalf of the Chamber of Commerce, the three prizes, which are awarded by the Chamber annually, as follows : first, Robert Birnn, silver medal ; second, Peter James, bronze medal ; third, Jules Spadone, second bronze medal.

There were also presented by Mr. Low other prizes, books on navigation, etc., which were awarded by the officers of the ship and Mr. G. W. Blunt, respectively, as follows : John Henry Haagen, Ludwig Hanser, Robert Weld and W. L. Graves.

The officers of the ship, to whom no little praise is due in carrying out the general work, are as follows :

pearance healthy, tidy and intelligent, and whose spare clothing upon examination, was found in a condition to indicate that neatness and order were habits which had been inculcated.

Their quarters were cleanly, and, for heating and ventilation well arranged. The sanitary conditions throughout were excellent and afforded a degree of comfort adequate for study. It was reported to us — and we deem it worthy of note — that up to this, the seventh year of the school, but one death has resulted from sickness among the scholars.

The quality of the provisions, the cooking and messing arrangements, were also very satisfactory.

The examination in navigation developed a proficiency, especially among the graduates, which was alike creditable to scholars and instructors, and in some cases, theoretically at least, compared favorably with that of the average master. There appeared to be, however, a lack of suitable nautical instruments for obtaining altitude and the advantage to be derived from practice in their use and knowledge of how to adjust them, is obvious.

In practical seamanship evidence of skill was furnished in the specimens of work submitted, embracing samples of worming, peeling, seizing, splicing, strapping, knotting, pointing, etc., and was supported by tests of their ability as to hitching, bending, knotting, long, short and eye-splicing, grommet-making and cringing-working, and the use of the palm and needle.

They were found generally to possess a knowledge of marking log and lead lines, of the rules relative to signal lights and flags, signals, as to compasses, sails and their handling, reefing running rigging and the ordinary duties of seamen.

Their practical performance of all hands making sail, clewing up royals and topgallant sails, clewing down, reefing and setting topsail, reefing foresail, turning out reefs, making, taking in and furling all sail, was quickly accomplished, in view of the limited deck room owing to the presence of so many guests, and the lightness of the boys, the weight of the ship's rig and the character of the blocks in use. In this connection we would suggest that, if patent blocks and lighter running gear were substituted in many places for those now in use, a better opportunity would be afforded to teach the merchant service method of handling large vessels with few hands, and the *reason why* for each operation involved, and for the order of procedure adopted in the manœuvering of the vessel, and the handling of the canvas, could thus be better furnished by teaching and example combined.

The call to fire quarters was responded to with a readiness and precision of action indicating careful training, as did also the ability they displayed as oarsmen. This last feature was very gratifying for, notwithstanding its importance, it is a matter in which sailors are frequently deficient, and we regard the opportunity afforded by this school to acquire this and similar knowledge of great value.

The instruction of the boys as to the construction of a vessel we

think might be made much more effective did the school possess a **model**, made in sections, to show the manner of building; and this **might** with advantage be supplemented by an occasional visit to **some** yard where work upon a vessel was being carried on; and **thus** the elements of a knowledge indispensable to the master, in **order** that he may understand what is requisite in case of extensive **repairs** to his vessel, would be afforded.

In our judgment, the examination throughout gave proof of **faithful** teaching, and the school is manifestly accomplishing its **design**; for, not only does it furnish at this time to the merchant **service** its forty-seven graduates fitted for ordinary seamen, but many of them, with a little experience, would be competent as officers.

The Commander, Captain Erben, and his officers, need no commendation from us; their work speaks for itself. Yet we desire to **congratulate** you and others interested in the success of the school upon the fitness of these gentlemen to discharge the important **duties** devolving upon them; and our own interest must furnish the **excuse** for our alluding still further to the advantages of this school.

The fact that our vessels are at the present time so largely **officered** and manned by foreigners is of itself sufficient reason **why** some effort should be made to encourage our youth to seize the opportunities for a livelihood which rightfully belong to them, and to manifest, under their own flag, an intelligence that shall **restore** our pride in the American sailor. To such an extent does this **employment** of foreigners exist, that it would almost appear as if, instead of flying the stars and stripes, our vessels had flung out the signal — “no Americans need apply.” But there is little **encouragement**, to a boy with any ambition, in the prospect afforded by the **view** of a life, in which success depends upon a knowledge which, without special help, it takes many years to acquire, and these years to be conspicuous for their privations and lack of **pecuniary** compensation. For, while there is a great difference in the **manner** in which boys are put forward in different vessels, they are frequently kept for years at **slushing**, **tarring** and light work aloft, varied by **sweeping**, **swabbing** and light work about decks.

Oftentimes boys are never permitted to take the wheel at all, and are **seldom** put at any but the simplest jobs and the most inferior **duties**. It is a common but mistaken notion, that to **haud**, **reef** and **steer** alone make a sailor; for, while an ordinary seaman should be **competent** to this extent, that which distinctively makes the able **seaman** is the ability he manifests at **rigging** work; and this working upon **rigging** is about the last thing to which a lad brought up at sea is **put**, and a knowledge of navigation is seldom gained or even **sought** after until they have become officers.

Formerly, in the shipping of crews, considerable attention was **paid** to the matter of rating seamen, for the reason that, if a man **was** found wanting in capacity for the duty he had shipped to **perform**, it was thought to justify, on the part of the officers, frequent unpleasant reminders of the imposition practiced, and the

step from ordinary to able seaman was often taken with some misgivings; and, from a tendency rather to underrate than overrate their abilities, progress was slowly made. Disheartening as all this was to a boy, the present condition is even worse, for the work necessary upon the vessel or rigging is usually done in port, and by people from on shore, and the standard of seamanship has thus been so much lowered that the *craft* of American seamen has, in more than one sense, to a great extent disappeared; so that the chief characteristics in many a crew of to-day are their main strength and stupidity — while you may be certain they are all rated as able seamen. But the need of our merchant service is the intelligent boy's opportunity. Give to him the knowledge he can obtain in a two years' course at the New York Nautical School, and he not only possesses a foundation for the attainments of an accomplished master, but a skill which will render him at once available as a seaman, cause his services to be sought after, and insure his promotion.

Wishing the school every success,

We are yours very respectfully,

G. D. S. TRASK,
B. W. WHEELER,
WM. B. OSTROM,

Committee.

We, the undersigned, master mariners, also witnessed the examination referred to in the foregoing report, and concur with the committee throughout in the views therein expressed.

SAMUEL HARDING,
GEO. A. DEARBORN,
O. P. MUMFORD,
DANIEL QUIG,
A. SPENCER,
JOHN TRECARTEIN,
FRANCIS A. MARTIN,
WM. A. ELLIS,
JAMES PARKER,
WILLIAM R. DICKINSON.

NEW YORK, *October 22, 1881.*

REPORT OF SURGEON.

NEW YORK NAUTICAL SCHOOL-SHIP "ST. MARY'S," }
NEW YORK CITY, *Oct. 13, 1881.* }

SIR.— During last March and April, four cases of cerebro-spinal meningitis occurred among the boys of this vessel. One resulted fatally in about sixty hours, two terminated in complete recovery, and one with loss of hearing in the right ear. They were all unusually violent in onset and course, each having been immediately

preceded by or complicated with acute articular rheumatism. The St. Mary's lay, during the whole winter and spring, alongside the wharf at the foot of East Twenty-third street, almost in the heart of New York City, and the cases which appeared on board seem to have been part of a widespread epidemic of cerebro-spinal meningitis, which prevailed at the time throughout the whole city.

I am inclined to ascribe the origin largely to the prolonged severity of last winter, and the raw, rainy, backward spring which followed it, together with the wretched sanitary condition of our surroundings.

On the third of last June, our eighth day out from New London, bound for Lisbon, one of our boys was washed overboard from the dolphin striker, where he had gone unobserved, in disobedience to positive and repeated orders, and was drowned.

The above two deaths, one from epidemic disease, the other from accident, are all that have taken place on board the St. Mary's during the eight years she has been engaged in her present important work, and should not detract from her well-earned reputation for health and luck.

I have the honor to be,

Very respectfully yours,

J. W. ROSS,
Surgeon U. S. Navy.

Captain HENRY ERBEN, *U. S. Navy,*
Commanding "St. Mary's."

(B.)

CIRCULAR RELATING TO STATE CERTIFICATES, AND REPORTS OF THE EXAMINING COMMITTEES.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, May 25, 1881. }

To School Commissioners and City Superintendents of Schools:

In pursuance of the Law of 1875, I have ordered that examinations of applicants for State certificates be held, commencing on Tuesday, the 12th day of July, 1881, at 2 o'clock, p. m., at the High School buildings in Albany, Brooklyn, Buffalo, Elmira, Plattsburgh, Syracuse and Watertown.

The examinations will, as heretofore, be conducted by competent persons, the results reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State without further examination.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar and analysis, composition, geography, outlines of American history, arithmetic, elementary algebra and plane geometry.* They will also be expected to have a general knowledge of book-keeping, rhetoric, the natural sciences, linear and perspective drawing, general history, general literature, methods, school economy, civil government and school law.

The examinations will be open to candidates residing in any part of the State, and to such residents of other States as declare it to be their intention to teach in this State.

You will please notify such of the teachers under your jurisdiction as you think would like to apply for State certificates, of the time and places of these examinations; and I will thank you to send, or cause to be sent to me, as early as possible, the names of persons who intend to be present thereat, and at what places.

Your obedient servant,

NEIL GILMOUR,
Superintendent.

ALBANY, N. Y., July 15, 1881.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — Your committee appointed to examine candidates for State certificates submit the following report:

Nine candidates presented themselves for examination; four of the number answered the required number of questions to entitle them to the certificate. Their names and P. O. addresses are as follows: Alex. R. Baker, Cedar Hill, N. Y.; G. H. Quay, Knox, N. Y.; Edward Wait, Lansingburgh, N. Y.; Sarah E. Watkins, Sandy Hill, N. Y.

Respectfully yours,

J. S. ST. JOHN,

W. V. JONES,

Examining Committee.

BROOKLYN, N. Y., July 16, 1881.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — At the examination for State certificates, held in the city of Brooklyn, July 12, 13, 14 and 15, 1881, eight candidates presented themselves. Of these, the two following, having passed the

* In place of geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Cæsar.

examination, and having complied with the other conditions required by the Superintendent of Public Instruction, are recommended as proper persons to receive State certificates: Mr. William S. Hall, Westchester, N. Y., and Miss Bell Dow, No. 5 West Twenty-second street, New York, N. Y.

Respectfully yours,

T. W. FIELD,
FRANCIS P. LANTRY,
Examiners.

SUGGESTIONS OF F. P. LANTRY CONCERNING EXAMINATION FOR STATE CERTIFICATES.

Prof. F. P. Lantry, one of the examiners at Brooklyn, has submitted the following, in addition to the regular report of the committee:

The present and former experiences in connection with State examinations give opportunity and occasion for certain observations which are herewith respectfully submitted:

Of the many significant educational movements of the recent past, not one has been more significant than the noticeably constant advance of the standard of teachers' qualifications. Several causes have contributed to this, of which not the least important are: (1.) Larger views of the extent and objects of the teacher's work; (2.) a stronger professional feeling, and (3.) a well-defined public demand that the teacher shall possess, not only thorough scientific and technical knowledge, but also the additional and higher qualification which constitutes a chief element of the best phase of manhood and womanhood, and which is suggested by the words, intelligence and culture.

The teaching force of the State has been and is making a strenuous effort to meet this demand in its broadest and fullest sense. Individual and associative reading and study are carried forward with the daily professional work of large numbers of teachers in all parts of the State. Reading and literary circles may be found everywhere, while town, district and county associations have sprung into a more vigorous and useful activity.

The one thing that has in many cases been chiefly operative in initiating and sustaining this movement is the present system of granting State certificates. It has been the direct means of arousing honorable ambition and of putting a vigorous and varied intellectual activity in place of languid routine and mental stagnation.

But valuable as are the results already attained, the system as it now stands is capable of working even greater good under slightly changed conditions; for, under existing conditions, a good deal of mental activity is wasted and a good deal of energy remains dormant for reasons, some of which may be briefly stated as follows:

That the examination was held at the hour and place indicated in your circular. Five persons entered the examination, of whom two were passed, and are hereby recommended as qualified to receive certificates, namely.

Ellen Golden, of North Barton, Tioga Co.

Emmet L. Maxson, of Woodhull, Steuben Co.

Very respectfully yours,

CHARLES T. POOLER,

J. R. MONKS,

Examining Committee.

CHAUTAUQUA, N. Y., July 18, 1881.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I reached Plattsburgh early on the morning of July 12. Mr. Riley called upon me and begged to be excused for the day as he was referee in an important suit to be tried at Keeseville that day. At night I received a telegram from him saying that he would be back the next day, Wednesday, but as I concluded my work Wednesday night, I came away and did not see him again.

The only applicant for a State certificate was Miss Evelyn Marihew, of Sandy Hill, Washington Co., N. Y. As she was on hand Tuesday morning I commenced the examination immediately, working two whole days and concluding at 5 p. m. Wednesday.

Miss Marihew passed the required percentage in all studies, and I recommend her as entitled to a State certificate.

She is twenty-three years old, has taught seven years, six at Sandy Hill, where she has been promoted from the primary department through the successive grades until the last year she has held the position of preceptress in the High School.

I found her very bright and intelligent. In nearly all of the common school studies she was perfect. The arithmetic, algebra and geometry she handled accurately and rapidly, and did not make a mistake.

In some of the general studies she was rather weak, but her average in them all was more than the required per cent. In addition to them she has read five books in Cæsar, is a good French scholar and a very fair musician, both vocal and instrumental.

Truly yours,

JAMES JOHONNOT,

Examining Committee.

SYRACUSE, N. Y., July 13, 1881.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—Your committee appointed for the examination of applicants for State certificates at Syracuse, commencing July 12, 1881, most respectfully report.

That three candidates presented themselves and commenced the examination, but after the trial of two papers concluded they were unable to attain to the required standard, and preferred to postpone further trial to another year.

Your committee would respectfully recommend that future question papers should be kept up to the present standard; and that the examinations be thoroughly and critically made. It seems to us this is the only way to preserve the value of these State certificates.

JOHN KENNEDY,
EDWARD SMITH,
Examining Committee.

WATERTOWN, N. Y., July 14, 1881.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — We, the undersigned, appointed to hold an examination for State certificates, met a class of five on Tuesday July 12, at High School building in this city as per announcement; that of that number, *three* having answered correctly the required number of questions upon the several subjects prepared, are entitled to receive at your hand a *State certificate*. Their names and post-office addresses, are as follows:

Asa B. Copeland, Mannsville, Jefferson Co., N. Y.

S. Whitford, Maxson, Adams Centre, Jefferson Co., N. Y.

Charles E. Hocknel, Watertown, Jefferson Co., N. Y.

Very respectfully,

HENRY C. NORTHAM,
FRED SEYMOUR,
Examining Committee.

(C.)

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In reporting to you, in definite form, what has already been presented to your inspection on the occasion of your visits to the institution during the past year, it may not be out of place again to call your attention to the fact, that, though this institution is, with one exception, the oldest of the kind in the United States, and has given education to a larger aggregate number of deaf-mutes than any

other, it has, throughout its history of sixty-four years, steadily pursued a course so progressive that its aims have been constantly higher, its accomplished results greater, year after year. Not only have the philosophy of the human mind and the analysis of language been carefully studied in reference to the peculiar work of giving mental and moral development to those whose isolation by reason of congenital deafness has debarred them from all the ordinary modes of intellectual activity, and of placing them through written language in communication with their fellow men, but the methods of instruction pursued in other schools, whether for the deaf or the hearing, have been patiently investigated and compared. The outcome of all this labor is a system so thoroughly matured as to be capable of meeting all the needs and of removing all the disabilities of the deaf. Instead of opposing nature it follows her indications. Recognizing the truth that the deaf-mute thinks in images and seeks expression in a language of gesture and pantomime, it adopts this as a valuable instrument of conveying ideas and stimulating thought. Acknowledging, at the same time, that a written and spoken language differs materially in its arrangement from the pictorial order which necessarily characterizes a method of communication in which words have no part, it gives the foremost place in the class-room to the language to be learned, and from the first day of instruction associates written words directly with objects and actions. In this, it finds a very valuable aid in a manual alphabet by means of which connected language is addressed to the eye just as consecutive words are spoken to the ear, and from the time that the pupil has become able to obey simple directions given to him in words and to write sentences expressing the fact that he has performed the action required — the teacher, for the purposes of language, talks to him by means of words and not by means of gestures. He is enabled to do this by a very simple method. As the teacher gives a sentence the pupil makes a significant gesture for each word, as it is spelled, to indicate that he comprehends its meaning. If he fails to understand the word, he will of course be unable to make the sign, and the teacher embraces the opportunity to explain its meaning. The pupil is then required to write the sentence which has been dictated. The original communications of the teacher are of course confined to statements with regard to what is known to the pupil, what is going on around him, what in fact is the subject of his personal experience. In this way, conversation in language is initiated, and the teacher brings his pupil soon to a point where he can talk quite freely about ordinary events. By question and answer, on a graduated system, the pupil is enabled by degrees to use intelligently in connection with nouns, all the moods and tenses of the verb, the various modifying words, phrases and clauses, and the idioms which use associates with certain ideas.

When language has thus been rendered familiar, books can be readily made a means, not only of increasing the pupil's vocabulary, but also of enlarging his fund of information, and of introducing

him to those principles upon which the acquisition of real knowledge depends, and thus it is that, in our higher classes, we have pupils pursuing advanced studies, and practically equal in point of attainment, to hearing youth in our common schools and academies.

The teachers number twenty, and are in the proportion of eleven males to nine females. Except in two cases the girls are taught in classes separate from the boys, and by teachers of their own sex.

Articulation and lip-reading are taught to all those pupils capable of deriving benefit from these means of expressing and receiving ideas, but they are to be regarded rather as accomplishments to be cultivated for their own sake, than as effective and certain instruments for accomplishing the direct work of instruction. In regard to these branches, we claim to have obtained very satisfactory results.

Bell's system of Visible Speech is made the basis of phonic analysis, and Monroe's system of reading is taken as a standard of practical progress, the pupil being required to read the successive books orally, and to recognize, with the eye, every sentence as it is in turn pronounced by the teacher.

Instruction in the arts of design is becoming more and more important from year to year in our scheme of education, and a taste and skill are developed which are in the highest degree gratifying. A number of our recent graduates are already devoting themselves to artistic work as a specialty, and with remunerative pecuniary results.

The school of industry which has for so many years been the means of furnishing our pupils with the knowledge of trades, through which, when they leave us, they can obtain the rewards of skilled labor, continue to form a most important adjunct to the institution, and enables both boys and girls to utilize most favorably a portion of the time not required for study. The boys have the choice of cabinet-making, carpentry, shoemaking, tailoring, horticulture and printing. The girls are initiated into every variety of household work and of needle-work, and some of them become very expert as tailoresses and as dressmakers.

The entire number of pupils for the year ending September 30, was 519, of whom 328 were males, and 191 females. Of these, 292 were supported by the State of New York, 135 under twelve years of age, by the counties, eighty-five by the State of New Jersey, and seven by their friends. The cost of supporting the pupils during the year, exclusive of clothing furnished by friends and counties, was \$130,269.80. Of this, \$59,461.89 was furnished by the State Treasury, at a *per capita* of \$225, for the average attendance of 264 State pupils selected by yourself as State Superintendent of Public Instruction. This *per capita*, during the last year, has proved insufficient, the institution having been obliged to borrow \$6,577.09 in order to meet the deficiency. To prevent this in the future it will be necessary that the *per capita* should be restored to \$250. The cost of the educational department, as distinguished from the industrial,

has been \$53.32 *per capita*. This includes books and apparatus as well as the salaries of teachers.

The health of the pupils has been remarkable, a circumstance due, in great measure, to the sanitary regulations, the wise system of diet, and the excellent family rules prescribed by Dr. Porter, the resident physician and superintendent.

The affairs of the institution are administered by a board of directors, composed of gentlemen whose standing in the community and careful attention to all the details of its operations give assurance that the obligations assumed by them will be faithfully fulfilled.

Three of the most prominent members have, during the year, been removed by death. Samuel V. Hoffman, a man whose sagacity and benevolence were nowhere more highly appreciated than by his associates in the management of this institution; Joseph W. Patterson, for fifteen years the able and devoted treasurer of the institution; and ex-judge Henry E. Davies, for forty-two years a member of the board, and in May last elected its president, in place of the lamented Rev. William Adams, D. D., of blessed memory. Happily their mantels have fallen on others imbued with the same spirit, anxious to do their share in giving light, happiness and hope to those who, but for such institutions as this, would be deprived of every blessing which makes life desirable.

Very truly and respectfully, your obedient servant,
ISAAC LEWIS PEET,
Principal.

NEW YORK, *December 20*, 1881.

(D.)

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I have the honor to submit the following statement of facts concerning the institution under my charge.

The number of pupils in attendance at present is one hundred and thirty-seven — seventy-five of them being boys, and sixty-two girls.

During the last summer vacation the institution removed from its former location at 1511, 1513 and 1515 Broadway, to its beautiful new home, occupying the entire front of the block on Lexington avenue, between Sixty-seventh and Sixty-eighth streets. There is probably not a finer structure devoted to deaf-mutes in the world. Its external appearance is imposing, and the interior arrangements are as perfect as the skill of the architect and the experience of those who have devoted their lives to the care and education of deaf-mutes.

ould make them. There is provision made for every want of the pupils in sickness, or in health, during the hours of study or recreation, etc. It has been erected at a cost of nearly one hundred and forty thousand dollars. The ground was given by the city on ninety-nine years' lease, at one dollar per annum. The institution had a building fund of forty-five thousand dollars, which had been accumulated from donations, dues of members of our association, requests, etc. An additional sum of seventy-five thousand dollars was raised by private subscription, for which certificates of indebtedness were issued, bearing six per cent. interest per annum. There were, therefore, a balance of nearly twenty thousand dollars remaining, which has to be provided for in the near future.

On Tuesday, the twenty-ninth of November last, the building was formally dedicated to the education of the deaf-mutes of our State, irrespective of race, nationality or creed. You, Mr. Superintendent, were kind enough to honor us with your presence on that occasion, and to accept the trust on behalf of the State.

The institution is doing a grand and noble work, conferring the estimable boon of speech upon those whom nature has denied it. It is not managed in the interests of any particular class of our citizens. Its doors are open to all deaf-mutes of the State. The new building which has just been dedicated was erected for the purpose of placing this noble charity upon a permanent footing. But it has thereby become burdened with a heavy debt. Through wise and careful management of its finances, the institution may, in the course of time, be able to pay off this indebtedness. At best, this could not be done in less than ten or fifteen years. Meanwhile it will be materially hindered in its growth and not be able to increase its sphere of usefulness, and meet the demands made upon it by the public. It is, therefore, confidently hoped that the Legislature of the State will come to its aid and relieve it of at least a portion of its indebtedness.

It has been repeatedly stated in previous reports that the difference between this and other institutions for deaf-mutes is that we teach our pupils articulate speech, so that they become enabled to communicate audibly with those who can hear; and also understand themselves what is said to them by carefully observing the movements of the speaker's lips. Recently a radical change has been made in our mode of teaching beginners in articulation, which, it is hoped, will prove an important step in advance. The course formerly pursued with this class of pupils was artificial and entirely different from the manner in which hearing children learn to use articulate speech. We commenced by teaching the child to give the sound or power of each letter of the alphabet separately and independently from any other sound. Afterward these sounds were combined into syllables and words of easy pronunciation. Thus our little pupils had to labor for weeks and months to learn to pronounce the sounds, not the names, of the letters of the alphabet. The uninitiated may form an idea of the manner in which these sounds are uttered

by beginning to pronounce the word "foot" for instance, and stopping short after the first letter "f" is sounded. The scope of this report will not admit of a lengthy discussion of all the details of this method. Suffice it to say that it is very ingenious and that it has been extensively used in schools for the deaf in this and other countries. Nevertheless it has very objectionable features. One of the evil consequences of the synthetic character of this method is a lack of the proper coalescence of the sounds of one and the same word; a disconnected way of uttering the words composing a sentence; and a general want of fluency in speaking. It was with a view of obviating these defects that the present system was adopted. The fundamental principle of this system is to carefully imitate the manner in which the child of perfect organization develops the faculty of speech. The first attempts that such a child makes at articulation usually consist in a repetition of one and the same syllable as: *na, na, na, na; da, da, da, da; bu, bu, bu, bu*, etc. By exercising its vocal organs in this way, the child gradually obtains control over them, and they become stronger from day to day. By and by it is able to say little words like, *foot, eye, no, cat, out, hand, etc.*, and at last follow short sentences. In developing the faculty of speech in our mute scholars, we now carefully imitate this course of nature in all its successive stages. The articulation of the pupils who have thus far been taught after this new system sounds more natural than the utterance of those who were trained after the old plan.

Timothy F. Driscoll, of this city, who left this institution at the beginning of the present school term after completing the regular course of study as a State pupil, passed a successful examination for admission into the Columbia College School of Mines in this city, and was duly enrolled as a student. He intends to become a civil engineer. The branches in which he was examined were: *algebra, geometry, French and German*. From his experience in the college so far, he feels very much encouraged and hopes to accomplish the task which he has undertaken. Of course, he cannot always have a full view of the faces of his professors while they lecture, so as to see every word they say, yet he succeeds in following the course of their lectures. This case is very interesting, because it is the first on record of a totally deaf person pursuing a course of study at an ordinary college and depending entirely upon lip-reading.

Respectfully submitted,

D. GREENBERGER,
Principal.

NEW YORK, December 13, 1881.

(E.)

REPORT OF THE PRINCIPAL OF THE ST. JOSEPH'S
INSTITUTE FOR THE IMPROVED INSTRUCTION
OF DEAF-MUTES.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I have the honor to submit the following brief statement respecting the St. Joseph's Institute for the Improved Instruction of Deaf-mutes.

The number of pupils present during the past year was as follows: State pupils, sixty-four; county pupils, one hundred and fifteen; New Jersey pupils, thirty-six; pupils supported by relatives or the institution, twenty-four; making a total of two hundred and thirty-nine.

The new building which was in process of erection at the time of your last visit is now completed, and affords us the additional accommodations so long needed.

General good health has prevailed among our pupils; no death has occurred and there have been but few cases of illness. The school-room work has been satisfactorily carried on. The branches taught to the majority of our pupils are: the English language, penmanship, drawing, arithmetic, history of the United States, geography and sacred history. In class A, which is composed of the most advanced pupils, divided into two grades, the following branches are pursued: Arithmetic, algebra, grammar, natural history, natural philosophy, history of the United States, geography and modern history. This class is taught by means of writing and articulate language. Much attention is given to reading, as a means of imparting facility in understanding and using the English language.

The limited appropriation made by the Legislature at its last session is likely to prove a great embarrassment to the institution. More than fifty of our county pupils will have attained the age of twelve years before the close of 1882, but as no provision has been made for them, they cannot be appointed State pupils, and, consequently, their support will be a heavy tax upon the institution.

Very respectfully yours,

MARY B. MORGAN,

Principal.

FORDHAM, December 19, 1881.

(F.)

REPORT OF THE PRINCIPAL OF THE CENTRAL NEW
YORK INSTITUTION FOR DEAF-MUTES.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request to send the usual annual

statement of facts concerning this institution, for use in the preparation of your report to the Legislature, I have the honor to submit the following:

We had connected with the institution September 30, 1880 - 152 pupils — ninety-one males and sixty-one females. During the year, sixteen new pupils were admitted — eleven males and five females — making a grand total of 168. Four pupils severed the connection with the school during the year — one male and three females — leaving 164 pupils connected with the institution, September 30, 1881. Of the whole number during the year there were supported by the State of New York ninety-nine; by the counties sixty-seven; by parents, two.

The remaining statistics of the institution are, eleven teachers, three supervisors, one matron, three assistant matrons, one service matron, two housekeepers, and a nurse, besides the necessary quota of servants. The shops have turned out their usual amount of work and the sewing department also has made advancement; of course it is our imperative duty to the State, the parents, and the pupils to give them something by which they can support themselves when they leave school, to educate the hands as well as the brain; I feel that thorough work in the shops is as needful as thorough work in the school-rooms, and I hope this year will see us firmly established in several branches of industry.

An epidemic of measles broke out in the latter part of January, all cases of which recovered successfully except one. With this exception the institution passed a very healthy year.

A second brick building, mention of which I made in my last report, was occupied at the commencement of this year by the girls, so that I have now what I have long desired, viz.:—the absolute separation of the sexes, — except in the school-rooms.

The institution, on account of its increasing numbers, is still obliged to retain two of its hired houses, and it has rented, for hospital uses, a large and commodious house adjoining the grounds of the institution. A course of monthly lectures by the instructor on common things, arranged by the principal at the beginning of the year, has greatly benefited the pupils and has given them valuable information.

In thus submitting a brief statement of facts concerning the institution, I can, in conclusion, only once more give utterance to the sincere wish and fervent hope that further prosperity may be vouchsafed to it, and that ever-increasing success may attend our endeavors to improve the condition of the afflicted ones intrusted to our care.

Very respectfully yours,

EDWARD B. NELSON,
Principal.

ROME, N. Y., December 16, 1881.

(G.)

REPORT OF THE PRINCIPAL OF THE WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I herewith present you my report for the year ending September 30, 1881.

On the first of October 1880, there were one hundred and sixteen pupils in school; sixteen were received during the year; total attendance one hundred and thirty-two. Of this number, thirteen, for various causes, were removed; two completed the terms of their appointment; nine were returned to parents before the completion of their school course; one removed from the State, and one died while at her home in April. There were present at the close of the year one hundred and nineteen pupils. The average attendance during the year was one hundred and seventeen, of which sixty-seven were State and fifty county pupils. The whole number of pupils received since the opening of the school is one hundred and seventy-two.

The average expense for each pupil since the opening of the school has been \$273 per annum. For the past year the expenses have been \$239.41 *per capita*. Owing to the rise in value of all commodities, the necessary expenditure for the ensuing year will probably exceed \$250 *per capita*. The annual appropriations made for the last two years by the State for the support of State pupils are manifestly insufficient.

During the year, there have been several changes in our faculty. One of our teachers was obliged to leave in the spring term on account of ill-health; the teacher who came to fill the place thus made vacant remained with us only until the close of school in June; at the same time two others also resigned, and were married, one going to India, where she continues her work for the Master as teacher and missionary. Our faculty, now, at the beginning of the fall term, numbers ten teachers, including the principal. In addition to these, two of the more advanced pupils assist in the kindergarten; each teacher has two hours daily. Two kindergarten attendants teach, and also have charge of the little children out of school. The work classes are under the charge of three foremen and three young women. From this it will be seen that twenty persons are employed as instructors; seven of these teach in the kindergarten, and twelve give instruction in the school and industrial classes to the pupils of the senior department.

The kindergarten is now under the charge of Mrs. Westervelt. Our work in this department grows more systematic, as by experience we are enabled to arrange and adapt the American Kindergarten system to our need; and as our adaptation becomes more perfect we appreciate the more its great value in the instruction of deaf children.

At the beginning of the present school year the pupils in the senior department were regraded according to their standing as determined by the examination in June. In the primary department (of five grades) are forty-two pupils in five classes, in the grammar, (of three grades) are fifteen pupils in two classes, in the academic, (of three grades) are five pupils in one class.

By our present arrangement of work classes every pupil, over twelve years of age, receives two and a half hours' instruction daily, in one of the following trades; — carpentry, printing, farming and gardening, dressmaking, house work or laundry work. We have three school sessions of two and a half hours each; from 7:30 to 10, from 10:15 to 12:45, and from 2 to 4:30. During each session two-thirds of the pupils over twelve years of age are in school and one-third are at work in small classes. Thus, from 7:30 to 10, divisions first and second are in school while division third is at work; from 10:15 to 12:45, divisions first and third are in school, while division second is at work; from 2 to 4:30, divisions second and third are in school while division first is at work. Each pupil by this arrangement has five hours of school and two and a half hours of manual work. Pupils over twelve study in the evening under the direction of a teacher who has charge of study from seven o'clock until half-past eight. Only the older pupils are allowed to study the full length of time. The younger ones retire at eight o'clock.

As we regard skill in drawing valuable to our pupils, the members of the faculty formed a class and took lessons in drawing of Mr. Munday at his studio in this city, devoting our Saturday afternoon to this purpose. The enthusiasm thus aroused exerted a direct influence upon the pupils, as was shown by the excellence of the work at the June examination. This fall we secured the services of a graduate of Cooper Institute who has charge of the classes in penmanship and drawing.

We have, during the year, added printing to the trades taught in the institution. We print a little daily paper, made up, for the most part, of items taken from the pupils' school exercises, together with little incidents of our school life and bits of news from the daily papers. We endeavor to use the simplest language, so that it may be understood by our younger children. The difficulty experienced in finding books simple enough for our little readers lead to this paper. It is our purpose to make it a stepping stone to the simpler books published for hearing children.

Last July the common council of the city of Rochester executed a lease, giving to this institution, for twenty-five years at one dollar per annum, the property which we have been using for the last three years. This manifestation by the citizens of Rochester of interest in our institution and desire to promote its welfare will I am sure be gratifying to your Department.

This property, which had cost, up to the time we leased it, \$81,000, comprises seven acres of ground upon which is located a three story brick building, two hundred feet long and fifty feet wide; also a

two story frame building forty-five by fifty feet (formerly a hotel), which we use for laundry and servants' rooms; a two-story frame shop twenty-four by thirty-six feet, used as a carpenter shop and printing office; a brick boiler house; and a frame barn. These buildings would seem to furnish ample room for our need, and do in fact provide twenty-three hundred cubic feet of space to each person of the household, while the maximum *per capita* requirement is eight hundred cubic feet. We hope next spring and summer to erect a two story brick building one hundred feet long by thirty-five feet wide, to accommodate our little children. It is to be remembered that school-room, bedroom, play and study-room, work-room, chapel and dining-room, should each furnish from six to eight hundred cubic feet of space to each occupant. Some of these rooms may be used for more than one purpose, but not without great inconvenience.

In my last report to you, I gave account of the sanitary condition of the institution to December 15; since that time the health of our school has been generally good, and the school work has been carried on without serious interruption.

Respectfully submitted,

Z. F. WESTERVELT,
Principal.

ROCHESTER, N. Y., December 16, 1881.

(H.)

REPORT OF THE PRINCIPAL OF THE LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I herewith respectfully submit a brief report of the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-mutes, for the year ending September 30, 1881.

There are now under our care one hundred and twenty-eight pupils. During the year, sixteen have come to us and nineteen have left us. Two of these latter have been transferred to other institutions; the rest have returned to their homes, withdrawn by parents or guardians.

Ten teachers are employed in the school. In the industrial and the domestic departments sixteen instructors and assistants are employed.

Our older pupils devote daily from four to five hours to their studies, and an equal time to some branch of industry; printing and tailoring for both boys and girls; dressmaking, plain sewing

and housekeeping, additional industries for the girls. The younger pupils are, without exception, required to attend two school sessions every day — morning and afternoon — of two hours and a half each time.

Our methods are object-teaching, the manual alphabet, writing and articulation, with signs whenever these are necessary or helpful in conveying ideas.

During the year we have had no contagious sickness in the institution. We have lost one of our faculty; the immediate cause of her death being an attack of pneumonia.

The additions and improvements going on at the date of our last report have all been satisfactorily completed, and have greatly promoted the comfort and welfare of our pupils.

We have received the balance due us for past years, both from State and county. Last year, also, we succeeded in having the appropriation made for eighty pupils, and the deficit of past years supplied by legislative act. This year again it will be needful to estimate for eighty pupils; so we respectfully suggest an appropriation for that number.

With our sister institutions, however, we must regret that the amount per annum for State pupils has been lessened. Experience has proved to us that the necessities of the deaf-mutes, even with the strictest economy on our part, cannot be properly supplied with less than \$250 per annum.

Hoping that this fact will be taken into consideration in the future appropriations,

Yours respectfully,

SISTER MARY ANN BURKE,

Principal.

BUFFALO, December 15, 1881.

(I.)

REPORT OF THE SUPERINTENDENT OF THE NEW YORK INSTITUTION FOR THE BLIND.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In reply to your letter of December 5, I would say.

The number of pupils September 30, 1880, was.....	203
Received during the year.....	33

Whole number instructed.....	236
Remaining September 30, 1881.....	196

The health of the institution during the year has been excellent.

The course of study is substantially the same as heretofore pursued. The literary course includes the branches incident to a thorough English education. Music receives special attention as a branch, the study of which is not subject to the hindrances which restrict the pursuit of many other branches. It includes elementary training in the rudiments and in singing by interval, chorus and part singing, vocalization, piano and organ playing, and tuning of square, upright and grand pianos. The advanced pupils constitute a training class in the practice of teaching, and study of harmony. They are made familiar with the staff notation as used by the Secing, and are taught the use of the (so called) Wait system of musical notation, by which they are enabled to write music in tangible form for finger reading.

In the mechanical department the males are taught cane-seating and mattress making, and with the aid of models, are practiced in such manipulations of the piano action and strings, as are incident to the art of piano tuning. The females are taught plain and fancy sewing, knitting and crocheting, and the use of the sewing and knitting machines.

In my letter of one year ago it was urged that the appropriation be made \$250.00 instead of \$225.00 *per capita*. The greatly enhanced cost of nearly all articles renders the increase still more necessary, and I would earnestly urge that this increase be made.

All of which is respectfully submitted.

WM. B. WAIT,
Superintendent.

NEW YORK, December 8, 1881.

(J.)

REPORT OF THE SUPERINTENDENT OF THE ALLEGANY AND CATTARAUGUS INDIAN RESERVATIONS.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I submit the following statement showing the condition and prospects of the Indian schools on the Allegany and Cattaraugus reservations.

District number one, known as the Old Town school on the Allegany reservation, has become quite small, not having more than twelve names on the register. The children are grown to manhood. Most of the people believe in the Christian religion, and there has been a marked improvement in them during the last fifteen years.

District number two, known as the Cold Spring school, has forty-four names on register, with an attendance of about twenty-seven;

pressed fears that the plan to make citizens of the Indians and give to each family its own house and farm was a disguised plan on the part of scheming speculators to rob them of their ancient domains, and cast them homeless on society. Their rights could be more securely guarded under carefully drawn statutory provisions, than they now are. The rights of the poorer and simpler Indians are not protected at all under the tribal system, where a few hereditary chiefs have no law but their own self-interest and the loosely constructed traditions of a savage state, for their guide. 'Tis time an effective movement was made toward making American citizens of the Onondagas.

Respectfully yours,

J. KNEELAND,

Superintendent.

So. ONONDAGA, Dec. 31, 1881.

(L.)

REPORT OF THE SUPERINTENDENT OF THE SHINNE- COCK AND POOSPATUCK INDIAN RESERVATIONS.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I respectfully submit the following report for the year ending September 30, 1881.

For the first time in a number of years, we have a change of teachers on both reservations. At Shinnecock, Mr. Greene, a colored man ; at Poospatuck, Miss Ross, a white lady. Both are doing well.

The attendance during the past year does not differ much from that of previous years. I may say the same of the progress made.

The school-house at Shinnecock has been repainted, and both are in excellent condition,— kept so by the care of teachers and pupils.

I feel certain that if these children do not become learned, they will be better fitted as men and women to enter upon and perform the duties of life, and more likely to become honored and useful. If not, the fault will be theirs.

With thanks for your courteous attention and assistance,

I am, very truly yours,

J. S. RAYNOR.

Superintendent.

EAST MORICHES, December 15, 1881.

(M.)

REPORT OF THE SUPERINTENDENT OF THE TONA- WANDA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I respectfully submit the following report of the Indian schools on the Tonawanda reservation.

I am pleased to be able to report some improvement in the attendance, although not so great as I could have wished. Still, I suppose we must not expect too much.

The average attendance is a little better, and the total number attending school during the year is considerably larger than last year. The average attendance would be much greater but for the fact that a large number of the Indians on this reservation are Pagans, and keep up their dances, feasts and all their heathen rites and ceremonies, and during these times their children are taken out of school, and it makes it very difficult for the teachers to keep their classes together. I am in hopes, however, to be able to overcome this trouble. On the whole the schools have made very good progress, but I hope to be able to report still better progress in the future.

The whole number of children between the ages of five and twenty-five years is one hundred and sixty-three, and the whole number attending school some portion of the time is one hundred and twenty-eight.

Thanking you for the kindness and courtesy which I have always received at your hands,

I am, respectfully yours,

WILLIAM T. MAGOFFIN,
Superintendent.

AKRON, October 6, 1881.

(N.)

REPORT OF THE SUPERINTENDENT OF THE TUSCARORA INDIAN RESERVATION.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I respectfully submit the following report of Indian schools on the Tuscarora reservation for the school year ending September 30, 1881.

The whole number of children residing on the reservation, at the close of the school year, between the ages of five and twenty-one years, was one hundred and forty-five; two schools were taught thirty weeks each, during the year, with an aggregate attendance of ninety-eight; and an average daily attendance of thirty-six.

These schools have cost the State for the year \$415.50. The summer term of school was made short at the request of the Indians, so as to have a longer vacation during the extreme hot weather of July and August. In the future the schools will open a month earlier in the fall, and continue until about the first of July, with some slight intermissions, which I think will secure a better attendance.

It has been necessary to change teachers in both of the schools. Mrs. Mary A. Smith is teaching in district No. 2, where she has heretofore taught with marked success. Mr. Frank Mt. Pleasant is teaching the other school. He is well qualified, and knows the wants of the Indians; and will, I think, without doubt, give them a good school.

Very respectfully,

R. STOCKWELL,

Superintendent.

WILSON, December 5, 1881.

(O.)

THIRTY-EIGHTH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE NORMAL SCHOOL AT ALBANY, TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE REGENTS OF THE UNIVERSITY, FOR THE YEAR ENDING SEPTEMBER 30, 1881.

To the Superintendent of Public Instruction and the Regents of the University:

The Executive Committee of the State Normal School at Albany respectfully submit this, their thirty-eighth annual report.

I.

THE EXECUTIVE COMMITTEE.

The members of the executive committee remain the same as the date of the last report, except that Hon. Charles E. Smith, having resigned on account of removal from the State, Mr. Edward P. Waterbury was, on the nomination of the Superintendent of Public Instruction, appointed by the Board of Regents to fill the vacancy. The committee accordingly consist of the following persons:

Neil Gilmour, Superintendent of Public Instruction, *ex-officio*; Robert H. Pruyn; Jacob S. Mosher, M. D.; David Murray; Edward P. Waterbury; Hon. Neil Gilmour, Chairman; David Murray, Secretary and Treasurer.

II.

THE FACULTY.

No changes have taken place in the faculty since the date of the last report. Of the members of the faculty the senior in service began in 1855, and the latest appointment was made in 1875; the president is now in his fifteenth year of service. The following table presents a list of those composing the present board of instruction, together with their departments and salaries:

Alden, D. D. LL. D., President, Mental and Moral sophy.....	\$2500
N. Husted, A. M., Mathematics.....	1800
V. Jones, A. M., Mathematics.....	1800
S. St. John, A. M., Natural Science.....	1800
. Marsh, Vocal Music.....	600
oneman, Geography, Drawing and Penmanship..	900
. McClelland, English Grammar and History....	900
Hyde, Rhetoric and Geometry.....	900
ae E. Seaman, English Literature and Composition	900
: Bishop, Elocution.....	900
. Farrand, Arithmetic and Algebra.....	900
riaba A. B. Kelly, Superintendent of Model School	1200
ishop, Assistant in Model School.....	800

III.

STUDENTS.

number of students registered during the term ending Jan-
1881 was:

rs, second term.....	29
rs, first term.....	52
rs, second term.....	70
rs, first term.....	149
Total.....	300

number of individual students for academic year..	375
r admitted in September, 1881.....	109

number of individual students for fiscal year.....	484
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IV.

GRADUATES.

number of graduates from the Normal School during the
s sixty-two, of whom twenty-one were males, and forty-one
nales. At the close of the term in February there were
graduates; and at the close of the term in June there were
ur graduates. All these graduates have sought, and nearly
ved positions as teachers, and are now engaged in this
The whole number of graduates from the origin, up to and
g the past year, was 2521, of whom 944 were males, and
ere females. The average number of graduates for each
om the first year of graduation to the year last past, has
enty-two.

Following is a list of the graduates for the seventy-third and
fourth terms respectively, together with the county, resi-
nd the title of the graduating thesis of each.

Seventy-third Term, 1881.

George Babcock,	Schoharie,	Study of History.
Albert E. Barrett,	Fulton,	The Sun.
Carrie K. Bishop,	Otsego,	Literature.
Deville N. Bulson,	Otsego,	The Microscope.
Sarah L. Dennis,	Washington,	Latent Powers.
William C. Franklin,	Onondaga,	The Ocean.
A. Bella Mayhon,	Westchester,	Footprints.
Charlotte E. Miller,	Saratoga,	Superstition.
Charles A. Mott,	Otsego,	Failures.
Augusta M. Muller,	New York,	Experience.
E. Lillie Parks,	Montgomery,	Given to Change.
Julia E. Rawcliffe,	Westchester,	Can Women Reason?
Emma A. Sheldon,	Rensselaer,	Mystery.
L. Bell Simons,	Kings,	The Rainbow.
Carrie E. Smith,	Albany,	Sunshine.
Annie T. Vail,	Dutchess,	Fiction.
Jennie R. Van Tine,	Erie,	Pearls.
Maria M. Vrooman,	Albany,	Kindred Ties.

Seventy-fourth Term, 1881.

Ella F. Andrews,	Westchester,	Angles.
Emma L. Bailey,	Albany,	Windows.
Amza J. Boyce,	Suffolk,	Guides.
John S. Brown,	Delaware,	Obedience to Law.
Edward A. Burt,	Saratoga,	Nothing Lost.
Benjamin I. Carhart,	Greene,	Expression.
Carrie F. Clifford,	Albany,	Hero Worship.
Agnes E. Coffey,	Orange,	Governing the Tongue.
Peter F. Collins,	Washington,	Alexander Pope.
Frank Comesky,	Rockland,	Character and Achiev't.
Richard E. Coon,	Saratoga,	Keys.
Maggie B. Costello,	Albany,	Prophecy.
Lizzie Cullum,	Suffolk,	Novel Reading.
Julia S. Downer,	Oneida,	Climbing.
H. Adaline Duncan,	Saratoga,	The True Poet.
Delia L. Dunn,	Albany,	Self-Education.
Daniel R. Geary,	Albany,	Steam.
Melancthon J. Getman,	Fulton,	The Circle of Change.
Carrie L. Hand,	Columbia,	Beauty in Nature.
Marietta Hitchcock,	Essex,	Partings.
Ida L. Johnson,	Rockland,	Evading Truth.
Willard D. Johnson,	Otsego,	Might and Right.
Caroline A. Kaiser,	Albany,	Building Materials.
Katie S. Livingston,	Albany,	Mental Pleasures.
M. Rosa McIntyre,	New York,	Study of Nature.
Lizzie B. Marvin,	Queens,	When are we Teachers?
Mary E. Miller,	Westchester,	Points of Interest.

Eva C. Moore,	Westchester,	Reverence.
Mary E. Murdock,	Essex,	Silver Linings.
Sidney W. Nicholls,	Herkimer,	Historical Nights.
Jennie Nixon,	Rensselaer,	Beacon Lights.
William Reid Paterson,	Washington,	Things around us.
Kirtland W. Perry,	Washington,	Originality.
Lucy K. Reynolds,	Greene,	Inferiority of Women.
Emma M. Roscoe,	Essex,	Literature in School.
Minnie Rysedorph,	Rensselaer,	Country Life.
A. Louella Sanderson,	Otsego,	Waiting.
Eugenia J. Steiner,	Ulster,	Titles of Nobility.
Nellie A. Thompson,	Albany,	Books that Live.
Henry P. Van Liew,	Albany,	Self Reliance.
Cora Wells,	Montgomery,	Silent Forces.
George H. Wells,	Suffolk,	Transmission of Thought.
Minnie F. Wells,	Essex,	Crutches.
Willard D. Winne,	Otsego,	True Manhood.

V.

CONDITIONS OF ADMISSION.

Candidates for admission to the lowest class must, if females, be not less than sixteen years of age; and if males, not less than eighteen. They must pass a satisfactory examination in reading, spelling, geography, arithmetic and English grammar, and must subscribe a declaration that their object in connecting themselves with the school is to prepare themselves for the work of instruction in the State.

Students desiring admission to the school should apply to their school commissioner for an appointment. If the applicants possess the requisite qualifications, he will grant it, and send it to the Superintendent of Public Instruction, who will indorse it and send it to the president, in whose hands it will be found on the arrival of the pupil at the school.

Students should reach Albany the day before the opening of the term. They should come at once to the Normal School building, whence they will be directed to boarding-houses approved by the faculty. They should retain their checks until they procure rooms, when their baggage will be delivered free of charge.

VI.

TERMS AND VACATIONS.

The school year is divided into two terms of twenty weeks each. The fall term begins on the second Wednesday in September; the spring term begins on the second Wednesday in February. Students are admitted at the beginning of each term.

VII.

COURSE OF STUDY.

The subjects of study in the school are chosen with reference to their use in the subsequent career of the teacher, and to their

adaptation to impart discipline to the mind. The instruction in these subjects is in all cases conducted with a view to giving to the student the best method of teaching them. It is taken for granted that persons cannot be made teachers by merely being told how to teach. They must themselves be taught in the right manner. They must themselves form the mental habits which it is their duty to aid others in forming. Hence every teacher in the Normal School is expected to be a teacher of didactics. Instruction in the art of teaching is thus given at every recitation in every department. Special attention is given to the study of the human mind as the object and instrument of education. Besides thus receiving from the faculty instruction in the art of teaching, the pupils are, at the proper stage of their progress, required to teach in the Model School one or more hours a day for twenty weeks, under the supervision of the superintendent.

The following is the course of study pursued in the school:

Junior Class—First Term.

Arithmetic, English grammar, geography, map drawing, penmanship, physiology, algebra.

Junior Class—Second Term.

Algebra continued, higher arithmetic, elocution, rhetoric, English grammar, geometry, botany, natural philosophy, history of the United States.

Senior Class—First Term.

Geometry continued, natural philosophy continued, ethics, astronomy, history, science of government, higher arithmetic, higher algebra, criticism, free-hand and industrial drawing.

Senior Class—Second Term.

English literature, mental philosophy, trigonometry and surveying, chemistry, geology, book-keeping, evidences of christianity.

Composition, elocution, and vocal music receive prominent attention throughout the course.

VIII.

MODEL SCHOOL.

This department of the Normal School is under the immediate charge of Mrs. M. A. B. Kelly, who with one assistant superintends the instruction given by the Normal students, and gives to such students the necessary drill in methods of teaching. The course of instruction is the usual grammar school course. The charge for tuition in this department is ten dollars for a term of twenty weeks, or twenty dollars for the year. School books are furnished to the pupils without charge.

IX.

EXPENSES OF STUDENTS.

Tuition and text-books are furnished to the students free of charge. It has also been the practice of the executive committee to pay mileage, *i. e.*, traveling expenses, in coming by public conveyance to the school. This has required an outlay for several years past of from \$700 to \$800. The executive committee, in consideration of the necessity of curtailing the expenses of the school, has come to the resolution to discontinue such payments after the end of the term in February, 1882. It is believed that the number in attendance will not be materially lessened by this change, and the saving will enable the ordinary expenses of the school to be met by the regular appropriation.

The expenses for board in Albany at places suitable for students are from \$3.50 to \$4 per week, exclusive of washing. Rooms can be procured for about \$1 per week; and persons wishing to board themselves can reduce their expenses to about \$3 per week. The faculty keep a careful register of all boarding places, and only such as are approved can be occupied by students.

X.

BUILDINGS.

The Legislature of 1881 appropriated \$1,500 for repairs to the school building. The executive committee ordered the most pressing and necessary of these repairs to be made during the summer vacation. These consisted in repairs to drains, and to the water-closets of the buildings; replacing wall blackboards by slate in cases where the former had become broken; repairing, pointing and whitening the walls, and renewing floors and stairways where they had become worn out. The committee beg to make the general statement as to the building, that standing as it does in a steep declivity of clay, each year brings to light cracks in the walls and foundations, which result from the shrinkage or movement of the clay; and that constant care, and a yearly expenditure will be necessary to maintain it in a good condition.

XI.

EDUCATIONAL COLLECTIONS.

The library of the institution consists mainly of books of reference, and of the text-books which are issued to the students for the term. It has not been possible, with the limited appropriation to the school, to make large additions to the library; even the books of reference are in too many instances obsolete; and a very considerable outlay for books of this class is very desirable.

The physical and chemical apparatus is a serviceable but not extensive collection. It has not been the policy of the executive committee to extend this collection further than is necessary for the actual instruction given in these departments. The students as far as possible are taught to handle the apparatus, and actually perform the experiments, illustrating the topics.

The school is also provided with working collections in botany, geology, etc., and the proximity of the large collections in these and kindred subjects in the State Museum render extensive collections in the school unnecessary.

XII.

FINANCIAL STATEMENT.

The executive committee call attention to the fact that the regular appropriation for the support of the Normal School is inadequate to meet the expenses on the scale heretofore maintained. A close estimate for the current fiscal year has indicated that unless these expenses could be curtailed there would be a deficiency at the close of the year. The large number in attendance at the school, and the expensiveness of a city like Albany for living, make necessary a larger expenditure for instruction than is required in other schools of the State. The expenditure for mileage also increases with the attendance and with the distance from which the patronage is drawn. The executive committee has been compelled, very unwillingly, to take measures to lessen the expenditures. They have, therefore, concluded as above stated to discontinue the payment of mileage after the payments at the close of the present term; and they have been compelled to make a temporary small *pro rata* reduction in the salaries of the teachers.

Following is a statement of the receipts and expenditures for the fiscal year, ending September 30, 1881:

STATE NORMAL SCHOOL.

Receipts.

Balance on hand October 1, 1880.....		\$60 46
From State on account of general appropriation.....	\$18,795 90	
From State on account of special appropriation (1880).....	48 29	
From State on account of special appropriation (1881).....	36 15	
		<hr/>
		18,880 34
From tuition in Model School.....		1,904 00
From contingent sources.....		9 95
		<hr/>
Total.....		\$20,854 75

Expenditures.

For salaries in Normal School.....	\$14,150 00
For salaries in Model School.....	2,000 00
For salary of janitor.....	550 00
For fuel, light and water.....	832 23
For repairs of building.....	113 19
For apparatus and chemicals.....	91 19
For books and stationery, Normal School.....	180 71
For books and stationery, Model School.....	52 13
For mileage.....	752 15
For contingent expenses.....	761 57
Balance on hand September 30, 1881.....	1,371 58
Total.....	\$20,854 75

Respectfully submitted,

ROBERT H. PRUYN,

JACOB S. MOSHER,

DAVID MURRAY,

EDWARD P. WATERBURY,

Executive Committee.

(P.)

FIFTEENTH ANNUAL REPORT OF THE LOCAL BOARD
OF THE STATE NORMAL AND TRAINING SCHOOL
AT BROCKPORT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at Brockport, do most respectfully submit their annual report for the year ending December 31, 1881.

I.

BUILDINGS AND GROUNDS.

The improvements and repairs, mentioned in the last report as being made, have been continued during the year. A large sewer has been constructed, important changes made in the roofing of the buildings, and a general system of heating by steam put in. The entire work is not yet complete, and therefore only a partial report of expenditures can be made.

II.

The amount expended for repairs from regular fund during the year is.....	\$120 86
The expenditures for library and apparatus during same time are.....	591 83
For incidentals.....	2,502 82
For teachers' wages.....	14,300 00
Total from regular fund.....	\$17,515 51

III.

VALUATION OF BUILDINGS, GROUNDS, ETC.

Buildings.....	\$120,000 00
Lot.....	15,000 00
	<hr/>
	\$135,000 00
Furniture.....	5,618 28
Library and apparatus.....	10,591 83
	<hr/>
	\$151,210 11

IV.

DETAILED FINANCIAL REPORT (GENERAL APPROPRIATION) FOR THE
YEAR ENDING SEPTEMBER 30, 1881.*Receipts.*

1880.							
October	11.	To cash of State Treasurer.....				\$2,339 13	
November	27.	" " " " "				1,628 71	
December	8.	" " " " "				1,430 00	
1881.							
January	8.	" " " " "				1,430 00	
January	29.	" " " " "				1,994 39	
February	28.	" " " " "				1,805 64	
April	4.	" " " " "				1,430 00	
May	2.	" " " " "				1,746 27	
May	28.	" " " " "				1,602 35	
June	27.	" " " " "				1,558 43	
September	3.	" " " " "				431 25	
September	20.	" " " " "				119 34	
						<hr/>	
						\$17,515 51	

ITEMS OF DISBURSEMENTS.

I. Amount paid teachers and janitor.

Chas. D. McLean, Principal.....	\$2,500 00
H. G. Burlingame.....	1,400 00
W. H. Lennon.....	1,400 00
J. F. Forbes.....	1,400 00
Miss Mary P. Rhodes.....	1,100 00
Miss C. M. Chriswell.....	700 00
Miss J. E. Lowery.....	700 00
Mrs. M. A. Cady.....	700 00
Miss M. J. Thompson.....	700 00
Miss S. M. Efner.....	600 00
Miss E. Richmond.....	600 00
Miss Stella M. Harris.....	600 00

Alice E. Braman	\$600 00
R. A. Palmer	500 00
Fannie Barnett	300 00
Knowles, janitor	500 00
	<hr/>
	\$14,800 00
	<hr/>

II. Amount paid for library, text-books and apparatus.

0.		
er	13. D. Appleton & Co., text-books.....	\$63 00
er	13. Frank P. Root, maps.....	5 00
nber	2. E. S. Ritchie & Sons, apparatus.....	135 71
nber	2. Henry A. Ward, diagrams.....	4 50
1.		
ary	3. Ginn & Heath, text-books.....	52 52
ary	3. Bausch & Dransfield, apparatus.....	39 33
t	3. S. C. Griggs & Co., text-books.....	56 04
t	3. Ginn & Heath, text-books.....	28 80
t	3. D. Appleton & Co., text-books.....	12 60
t	3. Eldridge & Co., text-books.....	50 40
	4. James Goswell, blackboards....	21 00
	4. Potter, Ainsworth & Co., text-books.	27 00
	1. Ivison, Blakeman, Taylor & Co., text-books.....	24 30
	1. Eldridge & Co., text-books.....	12 60
	1. W. M. Baker, text-books.....	13 20
nber	10. Bausch & Dransfield, instruments...	8 03
nber	27. Ginn & Heath, text-books.....	37 80
		<hr/>
		\$591 83
		<hr/>

III.

Amount paid for repairs.

Lewis, painting.....	\$39 00
E. M. Caswell, work.....	56 88
l Paine, repairs.....	14 48
ll & Coats, work.....	10 50
	<hr/>
	\$120 86
	<hr/>

IV.

Amount paid for incidental expenses.

).		
er	13. M. O. Randall, work.....	\$5 50
er	13. C. H. Jenner, work.....	10 42
er	13. E. S. Goff, bell, etc.....	2 75
er	13. S. W. Allen, cartage, etc.....	15 10

October	13. N. Tooley, coal.....	\$714 68
October	13. J. E. Whitney, oil-cloths, etc.....	8 04
October	13. E. R. Goodell, work.....	3 75
October	13. C. Van Eps, stoves.....	45 19
October	13. B'kp't Gas-light Co., gas.....	12 30
October	13. B'kp't Gas-light Co., gas.....	23 40
December	2. B'kp't Gas light Co., gas.....	31 80
December	2. A. S. Mann, corduroy.....	8 00
December	2. Thomas Holloway, work.....	3 75
December	2. A. T. Wells, hardware.....	14 95
1881.		
February	3. George Weldon & Co., frieze, etc...	15 00
February	3. John Ludlow, work.....	7 56
February	3. S. W. Pratt, work.....	51 00
February	3. A. D. Hartwell, work.....	1 56
February	3. Amos Coats, plastering, mortar, etc.	6 00
February	3. Henry Blackstock, work.....	3 12
February	3. Brockport Democrat, printing.....	19 00
February	3. E. N. Maxon, plastering.....	3 00
February	3. Underhill & Smith, lumber.....	51 78
February	3. Charles Van Eps, hardware.....	91 75
February	3. Mrs. M. E. Baker, postage and tele- graph.....	15 41
February	3. B'kp't Gas-light Co., gas.....	105 00
February	3. J. A. Tozier, stationery, etc.....	24 99
February	3. Sherwood & Sloan, pendants.....	9 00
February	3. Byron Tasker, wood.....	16 87
February	3. John Smith, kindling wood.....	9 50
February	3. R. T. Ward, work.....	3 00
March	3. E. B. Benjamin, chemicals.....	5 00
March	3. S. W. Pratt, work.....	26 00
March	3. Ketcham & Patten, stationery.....	35 97
March	3. B'kp't Gas-light Co., gas.....	53 40
March	3. J. E. Hayden & Co., furniture.....	68 76
March	3. E. R. Andrews, printing, etc.....	20 95
March	3. Am. Express Co., express.....	12 70
March	3. S. W. Alien, cartage, etc.....	5 02
May	4. A. T. Wells, hardware.....	31 08
May	4. C. D. McLean, mileage for school...	162 89
May	4. J. A. Tozier, secretary, postage, sta- tionery, etc.....	5 00
May	4. B'kp't Gas-light Co., gas.....	40 80
May	4. Democrat Printing office.....	28 50
June	1. N. Tooley, coal.....	104 12
June	1. J. Platt, work.....	6 00
June	1. Owen Galligan, work.....	1 88
June	1. S. W. Pratt, work.....	10 25
June	21. B'kp't Gas-light Co., gas.....	24 90
June	21. James Thompson, work.....	6 87
June	21. Ketcham & Patten, stationery.....	11 25

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June	21.	Henry Harrington, work.....	\$21 00
June	21.	Daniel Paine, furniture.....	64 41
September	10.	Howe & Rogers, carpets.....	24 33
September	10.	C. F. Allen, work.....	4 38
September	10.	J. W. Ayer & Co., advertising.....	97 33
September	10.	Underhill & Smith, lumber.....	7 56
September	10.	B'kp't Gas-light Co., gas.....	81 30
September	10.	J. A. Tozier, stationery, etc.....	17 02
September	10.	C. H. Jenner, work.....	3 75
September	10.	J. W. Martin & Brother, organ....	100 00
September	10.	Daniel Garrison, work.....	3 75
September	10.	J. E. Whitney, toweling, etc.....	1 94
September	27.	Gavit & Co., printing diplomas....	25 55
September	27.	Am. Express Co., express.....	2 30
September	27.	J. A. Tozier, secretary, postage, etc.	2 50
September	27.	L. T. Beach, printing.....	51 19
			<hr/>
			\$2,502 82
			<hr/>

ACADEMIC DEPARTMENT.

Receipts.

1880.			
October	1.	To amount on hand.....	\$751 78
1881.			
October	1.	To tuition moneys during the year....	1,334 45
			<hr/>
			\$2,086 23
			<hr/>

Disbursements.

Amount paid teachers and janitor:			
T. E. Burlingame.....			\$1,000 00
Miss F. C. Willsea....			600 00
Wm. Knowles.....			250 00
Amount on hand September 30, 1881.....			236 23
			<hr/>
			\$2,086 23
			<hr/>

V.

SPECIAL APPROPRIATION.

Detailed financial report, special appropriation for year ending September 30, 1881:

*I. Roofing fund.**Receipts.*

1880.			
October	20.	To cash of State Treasurer.....	\$1,053 64
1881.			
January	27.	To cash of State Treasurer.....	26 46
			<hr/>
			\$1,080 10
			<hr/>

Disbursements.

1880.		
October 22.	Chas. Van Eps, work.....	\$1,053 64
1881.		
February 3.	D. S. Morgan & Co., materials.....	26 11
		<hr/>
		\$1,080 11
		<hr/>

*II. Furniture fund.**Receipts.*

1880.		
October 20.	To cash of State Treasurer.....	\$273 6
1881.		
January 27.	To cash of State Treasurer... ..	344 5
		<hr/>
		\$618 5
		<hr/>

Disbursements.

1880.		
October 22.	J. E. Whitney, materials.....	\$239 1
October 22.	J. E. Whitney.....	34 5
1881.		
February 3.	J. E. Hayden & Co., furniture.....	324 3
February 3.	Howe & Rogers, carpet.....	19 1
		<hr/>
		\$618 5
		<hr/>

*III. Sewer fund.**Receipts.*

1881.		
September 17.	To cash of State Treasurer.....	\$256 2
		<hr/>

Disbursements.

1881		
September 19.	White & Conradt, work.....	\$217 5 1
September 19.	Owen Galligher, work.....	14 6 5
September 19.	T. O'Leary, work.....	19 2 5
September 19.	Thomas Glynn, work.....	5 2 5
		<hr/>
		\$256 75
		<hr/>

*IV. General Repairing fund.**Receipts.*

1880.		
October 22.	To cash of State Treasurer.....	\$305 24
1881.		
January 27.	To cash of State Treasurer.....	40 60
		<hr/>
		\$345 84
		<hr/>

Disbursements.

1880.		
October	22. S. W. Pratt, work.....	\$38 00
October	22. S. W. Pratt, work.....	40 37
October	22. A. S. Lewis, painting, etc.....	146 70
October	22. Underhill & Smith, lumber.....	80 17
1881.		
February	3. S. W. Pratt, work.....	40 60
		<hr/>
		\$345 84
		<hr/>

*V. Steam Heating Apparatus fund.**Receipts.*

1881.		
September	To cash of State Treasurer.....	\$6,000 00
September	To cash of State Treasurer.....	4,000 00
		<hr/>
		\$10,000 00
		<hr/>

Disbursements.

1881.		
September	E. H. Cook & Co., work on contract..	\$6,000 00
September	E. H. Cook & Co., work on contract..	4,000 00
		<hr/>
		\$10,000 00
		<hr/>

The amount paid from the special appropriation during the year ending September 30, 1881, has been.... \$12,300 97

The objects for which special appropriations were given are not yet fully accomplished; but we trust in our next annual report to show their completion.

VI. LOCAL BOARD.

The members of the local board remain the same as last year.

VII. FACULTY.

At the close of the year Miss Stella M. Harris, critic in the intermediate department, resigned her position, having interests and duties elsewhere, and Miss Mary O. White was selected to fill her place in the school at a salary of \$500 per annum. No other changes have been made in the corps of instructors.

VIII. ATTENDANCE FROM OCTOBER 1, 1880, TO SEPTEMBER 30, 1881.

Whole number registered.....	381
Average attendance.....	213.35
Average age:	
Males.....	19
Females.....	19

Disbursements.

1880.		
October 22.	Chas. Van Eps, work.....	\$1,
1881.		
February 3.	D. S. Morgan & Co., materials.....	
		<hr/> \$1, <hr/>

*II. Furniture fund.**Receipts.*

1880.		
October 20.	To cash of State Treasurer.....	46
1881.		
January 27.	To cash of State Treasurer... ..	
		<hr/> 46 <hr/>

Disbursements.

1880.		
October 22.	J. E. Whitney, materials.....	46
October 22.	J. E. Whitney.....	
1881.		
February 3.	J. E. Hayden & Co., furniture.....	
February 3.	Howe & Rogers, carpet.....	
		<hr/> 46 <hr/>

*III. Sewer fund.**Receipts.*

1881.		
September 17.	To cash of State Treasurer.....	46
		<hr/>

Disbursements.

1881		
September 19.	White & Conratt, work.....	46
September 19.	Owen Galligher, work.....	
September 19.	T. O'Leary, work.....	
September 19.	Thomas Glynn, work.....	
		<hr/> 46 <hr/>

*IV. General Repairing fund.**Receipts.*

1880.		
October 22.	To cash of State Treasurer.....	46
1881.		
January 27.	To cash of State Treasurer.....	
		<hr/> 46 <hr/>

Disbursements.

1880.		
October	22. S. W. Pratt, work.....	\$38 00
October	22. S. W. Pratt, work.....	40 37
October	22. A. S. Lewis, painting, etc.....	146 70
October	22. Underhill & Smith, lumber.....	80 17
1881.		
February	3. S. W. Pratt, work.....	40 60
		<hr/>
		\$345 84
		<hr/>

*V. Steam Heating Apparatus fund.**Receipts.*

1881.		
September	To cash of State Treasurer.....	\$6,000 00
September	To cash of State Treasurer.....	4,000 00
		<hr/>
		\$10,000 00
		<hr/>

Disbursements.

1881.		
September	E. H. Cook & Co., work on contract..	\$6,000 00
September	E. H. Cook & Co., work on contract..	4,000 00
		<hr/>
		\$10,000 00
		<hr/>

The amount paid from the special appropriation during the year ending September 30, 1881, has been.... \$12,300 97

The objects for which special appropriations were given are not yet fully accomplished; but we trust in our next annual report to show their completion.

VI. LOCAL BOARD.

The members of the local board remain the same as last year.

VII. FACULTY.

At the close of the year Miss Stella M. Harris, critic in the intermediate department, resigned her position, having interests and duties elsewhere, and Miss Mary O. White was selected to fill her place in the school at a salary of \$500 per annum. No other changes have been made in the corps of instructors.

VIII. ATTENDANCE FROM OCTOBER 1, 1880, TO SEPTEMBER 30, 1881.

Whole number registered.....	381
Average attendance.....	213.35
Average age:	
Males.....	19
Females.....	19

Academic Department.

Whole number registered.....	173
Average attendance.....	58
Average age:	
Males.....	17.28
Females.....	16.7

Intermediate Department.

Whole number registered.....	151
Average attendance.....	115

Primary Department.

Whole number registered.....	186
Average attendance.....	113

IX. ALUMNI.

The following is a list of graduates for the past year, with grade of diploma:

Classical Course.

Lenore Armstrong.....	Holley.....	Orleans Co.
Ella J. Clark.....	Belmont.....	Allegany Co.
E. Adelia Cady.....	Brockport.....	Monroe Co.
Lillian Edwards.....	Holley.....	Orleans Co.
Ronald McDonald.....	Brockport.....	Monroe Co.
Herbert J. Menzie.....	Bergen.....	Genesee Co.
Lillian E. Morey.....	Middlesex.....	Yates Co.
Janie A. Potter.....	East Carlton.....	Orleans Co.
John B. Stack.....	Smyrna.....	Chenango Co.
Emily Steele.....	East Bloomfield.....	Ontario Co.
Florence V. Scribner.....	Ogden.....	Monroe Co.
Frederick A. White.....	Marion.....	Wayne Co.

Advanced English Course.

Elizabeth Barr.....	Bergen.....	Genesee Co.
Catharine A. Casey.....	Brockport.....	Monroe Co.
Robert F. Gates.....	South Richland.....	Oswego Co.
Charles Irwin.....	Mendon.....	Monroe Co.
Adelle B. Robinson.....	Middleport.....	Niagara Co.
Elizabeth A. Robinson.....	Port Henry.....	Essex Co.
Lulu R. Strickland.....	Geddes.....	Onondaga Co.
Hattie C. Watrous.....	Greene.....	Chenango Co.

ACADEMIC DEPARTMENT.

Classical Course.

Frederick S. Benedict.....	Brockport.....	Monroe Co.
Nettie E. Bullis.....	Macedon.....	Wayne Co.

Preparatory for College.

Ezra M. Sparlin..... Brockport..... Monroe Co.

Advanced English Course.

Benjamin F. Brown..... Gouverneur..... St. L'rence Co.

Music Course.

N. Isabella Griggs..... Westford..... Otsego Co.

Nettie E. Bullis..... Macedon..... Wayne Co.

X.

The following are the officers of the several societies connected with the school :

Gamma Sigma.

President, Lewis E. Ackley ; Vice-President, Geo. A. T. Eddy ; Secretary, Fiske E. Whipple ; Corresponding Secretary, Herbert J. Pease ; Treasurer, Seth Cook ; Librarian, Edwin M. Crocker ; Directors, Edwin M. Crocker, Seth Cook, Herbert J. Pease.

Arethusa.

President, Lizzie A. Sill ; Vice-President, Julia A. Brace ; Secretary, Etta M. Haynes ; Librarian, Anna J. Ford ; Treasurer, Nellie E. Way ; Directresses, Margaret L. McPherson, Belle McKenzie, Julia A. Brace.

Natural History Club.

President, Ella M. Sanderson ; Vice-President, John A. Weller ; Secretary, Kate E. Buell ; Treasurer, Kirke E. White ; Corresponding Secretary, Miss M. J. Thompson ; Curator, John M. Stedman.

Song Circle.

President, Geo. A. T. Eddy ; Vice-President, M. Jennie Phillips ; Secretary and Treasurer, Sylvia D. Jennison ; Pianist, Jessie E. Hillman ; Musical Directress, Miss Elizabeth Richmond.

STATE OF NEW YORK, }
County of Monroe, } ss.:

Joseph A. Tozier, Secretary *pro tem.* of the local board, being duly sworn, says, that the written report of the State Normal School, Brockport, for the past year, is correct and true according to his best knowledge and belief.

J. A. TOZIER,
Secretary pro tem.

Sworn to before me, this 13th }
day of January, 1882. }
E. N. HILL, *Notary Public.*

(Q.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUF- FALO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The local board of the Normal and Training School at Buffalo, submit their eleventh annual report, as follows:

No changes have occurred in the board and its officers, or in the faculty, since the last report. The board stands as follows:

Francis H. Root, Buffalo, President.

William H. Greene, Buffalo, Secretary.

Stephen M. Clement, Buffalo, Treasurer.

Thomas F. Rochester, Buffalo. Grove Cleveland, Buffalo.

David Gray, Buffalo. Henry Lapp, Clarence.

The executive committee is composed of Messrs. Root, Greene, Clement, Rochester and Gray, and its clerk is H. B. Buckham.

The names, departments of instruction and salaries of the faculty are as follows:

Henry B. Buckham, Principal, Philosophy and Didactics, \$2,500; David S. Kellicott, Physical Science, \$1,600; Marcus A. G. Meads, Mathematics, \$1,600; Mark M. Maycock, Drawing and Penmanship, \$1,500; Frank W. Forbes, Ancient and Modern Languages, \$1,500; Joseph Mischka, Vocal Music, \$500; Mary F. Hall, Methods and Head Critic, \$1,200; Mary Wright, Geography and History, \$900; Mary J. Harmon, Reading and Rhetoric, \$1,000; Isabella Gibson, Arithmetic and Algebra, \$900; Clara L. Young, English Language, \$700; Ida C. Bender, Assistant in Latin, \$200.

The teachers in the school of practice are: Ada M. Kenyon, first grade, \$800; Clara E. Field, second and third grades, \$650; Adella F. Fay, fourth and fifth grades, \$650; Winnie S. Thompson, sixth and seventh grades, \$400; Ellen Brown, eighth, ninth and tenth grades, \$650.

As heretofore, these teachers are paid by the city, except that Miss Kenyon is paid \$150 for services required of her as having general oversight of the department, this sum being included in the salary mentioned above.

These teachers are also assistant critics in their respective departments.

NUMBER IN ATTENDANCE.

The number of students in attendance during the year, including the month of September, 1881, was 278, and the average attendance was 166. It is believed that all of these entered the school and have prosecuted their studies in honorable pursuance of the object for which normal schools are maintained.

In addition to the above, *five* students were connected with the Normal classes for some part of the year, who did not desire to devote themselves to teaching.

GRADUATION.

Twenty-six students were graduated in the Normal courses in June, making 212 in all. One student also received an Academic diploma, making eighteen in all.

DETAILED STATEMENT OF RECEIPTS AND EXPENDITURES OF THE
BUFFALO NORMAL SCHOOL FOR THE YEAR ENDING SEPTEMBER 30,
1881.*Receipts.*

Balance on hand at last report.....	\$316 04
Received from the State on account of annual appropriation.....	17,627 19
Tuition fees.....	75 00
Total.....	<u>\$18,018 23</u>

Expenditures.

On account of teachers' salaries :

H. B. Buckham, principal.....	\$2,500 00
D. S. Kellicott.....	1,600 00
M. A. G. Meads.....	1,600 00
M. M. Maycock.....	1,500 00
F. W. Forbes.....	1,500 00
Joseph Mischka.....	500 00
Mary F. Hall.....	1,200 00
Mary J. Harmon.....	1,000 00
Mary Wright.....	900 00
Isabella Gibson.....	900 00
Clara L. Young.....	800 00
Ada M. Kenyon.....	150 00
Total.....	<u>\$14,150 00</u>

On account of janitor :

Robert Cox....	\$300 00
Thomas Darby.....	300 00
Walter Jackman.....	150 00
Total.....	<u>\$750 00</u>

On account of furniture:

D. S. Kellicott, material for cabinet.....	\$5 10
Arend & Co., mats.....	13 00
Rubber Co., for hose.....	4 50
P. Paul, boxes for pamphlets.....	5 00
Weed & Co., scythe, etc.....	3 30

Total.....	<u>\$30 90</u>
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On account of apparatus:

E. B. Benjamin, glass-ware and chemical thermometer	\$30 95
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On account of fuel:

C. Haskins, wood.....	\$2 50
E. S. Hubbell, coal.....	584 66
C. Haskins, wood.....	4 50
C. Haskins, wood.....	6 50
C. Haskins, wood.....	4 00
E. S. Hubbell, coal.....	560 50

Total.....	<u>\$1,162 66</u>
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On account of repairs:

Coppins & Sons, glazing.....	\$5 85
Henley & Stygall, water-pipes.....	5 02
James McSheffney, roof.....	36 83
Coppins & Sons, painting.....	4 20
F. Feyl, painting.....	35 26
Rumsiel & Ruff, repairing floor in furnace-room....	16 00
James McGinnes, plastering.....	15 37
Coppins & Sons, glazing, etc.....	9 80
J. M. Atwood, carpenter's work in water-closets....	90 41
Henley & Stygall, material and labor in water-closets	242 14
Jones Brothers, resetting posts and gates.....	11 50

Total.....	<u>\$472 38</u>
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On account of reference books:

P. Paul, sundry books.....	\$16 75
Scribner & Co., Popular History of United States, volume IV.....	7 50
Weed, Parsons & Co., Code of Public Instruction....	3 00
P. Paul & Co., sundry books.....	15 77
P. Paul & Co., sundry books.....	19 49
P. Paul & Co., sundry books.....	17 00

Total.....	<u>\$79 51</u>
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On account of text-books:

Taintor Brothers & Co., psalm-books.....	\$16 88
Clark & Maynard, English classics.....	40 50
P. Paul, sundry books.....	17 38
Cowperthwaite & Co., Green's grammars.....	5 40
P. Paul, sundry books.....	4 70
C. W. Bardeen, school-law.....	13 50
Iverson, Blakeman & Co., readers.....	6 25
O. Ditson, music book.....	1 24
F. Schottin, binding books.....	104 95
Clark & Maynard, rhetoric.....	10 45
P. Paul, sundry books.....	11 20
Evans & Heiger, sundry books.....	10 94
P. Paul, sundry books.....	24 14
Evans & Heiger, sundry books.....	33 48
C. W. Bardeen, school economy.....	9 00
P. Paul & Co., sundry books.....	20 42
Total.....	<u>\$330 43</u>

On account of contingent expenses:

First quarter.

Robert Cox, help housing coal and shoveling snow....	\$10 50
Gas Co., gas, November and December.....	42 75
Courier Co., printing.....	20 00
Courier Co., stationery.....	13 00
Total.....	<u>\$86 25</u>

Second quarter.

Gas Co., gas, September and October.....	\$31 50
Courier Co., printing.....	31 76
Courier Co., stationery.....	42 49
Evans & Heiger, stationery.....	14 40
P. Paul, pointers.....	3 30
Total.....	<u>\$123 45</u>

Third quarter.

E. C. Thornton, tuning piano.....	\$1 50
W. H. Baker, brooms.....	2 75
J. M. Hall, repairing piano.....	2 00
Gas Co., gas, January and February.....	36 55
Cottier & Denton, piano.....	4 00
Evans & Heiger, stationery.....	3 00
Total.....	<u>\$49 80</u>

Fourth quarter and to end of year.

H. B. Buckham, disbursements:

Postage for year.....	\$11 79	
Three days' cleaning.....	4 50	
One and one-half days' labor.....	3 50	
Shoveling snow.....	4 25	
Expenses attending meeting of principals	19 50	
Cartage and freight.....	5 18	
Sundry express charges.....	4 85	
Janitor's services at commencement....	5 00	
Door-keeper's services at commencement	2 00	
		<hr/>
		\$60 57
Thomas Darby, sundries.....		6 68
Adam Meldrum, ribbon for diplomas.....		4 05
Robert Cox, sundries.....		2 10
T. Delaney, three pails.....		75
Jos. Mischka, music sheets.....		2 40
Boller & Recktenwalt, saw-dust for sweeping.....		3 00
G. T. Phelps, crayons.....		15 00
C. M. Lyman, chemicals.....		24 00
Evans & Heiger, supplies.....		8 21
Gavit & Co., diplomas.....		20 40
Gas Co., gas, March, April and May.....		33 20
Courier Co., printing.....		43 50
Courier Co., stationery.....		71 60
Valentine & Young, brushes.....		11 28
W. H. Baker, brooms.....		2 75
C. B. Knowlton, copy-slips.....		13 25
E. W. Palmer, dusters.....		5 75
W. E. Schaffer, ink.....		5 00
Gas Co., gas, June, July and August.....		12 50
Walter Jackman, house cleaning supplies.....	\$6 39	
housing coal.....	6 00	
		<hr/>
		12 39
E. C. Thornton, repairing piano		2 48
		<hr/>
Total.....		<u>\$360 86</u>

Paid from tuition moneys, with approval of Superintendent of Public Instruction :

E. W. Palmer, flowers for commencement.....	\$5 00
C. Christensen, plants, etc., for grounds.....	9 15
E. S. Hammond, prize medals.....	23 00
Sundry periodicals, reference books, and binding.....	174 78
	<hr/>
Total.....	<u>\$211 93</u>

RECAPITULATION.

Total receipts from all sources..... \$18,018 23

Expenditures for the year.

Paid on account of teachers' salaries.....	\$14,150 00
Paid on account of janitor's wages.....	750 00
Paid on account of furniture.....	30 90
Paid on account of apparatus.....	30 95
Paid on account of fuel.....	1,162 66
Paid on account of repairs.....	472 38
Paid on account of reference books.....	79 51
Paid on account of text-books.....	330 43
Paid on account of contingent expenses :	
First quarter.....	\$86 25
Second quarter.....	123 45
Third quarter.....	49 80
Fourth quarter, and to end of year	360 86
	<u>620 36</u>
Paid from tuition moneys.....	211 93
Balance in hands of local board.....	179 11
Total.....	<u>\$18,018 23</u>

ERIE COUNTY, ss.:

Francis H. Root, president, and William H. Greene, secretary, of the local board of the State Normal and Training School at Buffalo, being duly sworn, say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the executive committee of the said board, and that he believes such statement to be correct.

F. H. ROOT,
President.
WM. H. GREENE,
Secretary.

Subscribed and sworn to before me, }
this 31st day of January, 1882. }

JAS. B. GREENE,

Notary Public in and for Erie Co. N. Y.

All of which is respectfully submitted.

WM. H. GREENE,

Secretary of Local Board.

BUFFALO, N. Y., January 31, 1882.

(R.)

THIRTEENTH ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT CORTLAND.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The local board of the State Normal and Training School at Cortland, N. Y., herewith submit their thirteenth annual report. The report is for the year which ended September 30, 1881.

ATTENDANCE.

Attendance for the year closing September 30, 1881 :

Whole number of Normal students.....	364
Average age of Normal students :	
Males.....	19.7
Females.....	19

DETAILED STATEMENT OF RECEIPTS AND DISBURSEMENTS MADE BY THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT CORTLAND, N. Y., FOR THE YEAR FROM OCTOBER 1, 1880, TO SEPTEMBER 30, 1881.

RECEIPTS.

Amount on hand October 1, 1880.....	\$1,546 35	
Amount received from the State.....	2,983 13	
		<u>\$4,529 48</u>

DISBURSEMENTS.

Library, Text-books, etc.

Iverson, Blakeman, Taylor & Co.....	\$46 46	
Clark & Maynard.....	50 72	
Edwin Ellis & Co.....	3 70	
		<u>\$100 88</u>

Repairs on Buildings and Grounds.

Newkirk & Co., furnaces, etc.....	\$390 44
H. F. Benton, lumber.....	34 64
Wm. H. Scarff, labor.....	20 50
A. R. Viele, carpenter.....	3 20
Isaac Williams, trees.....	8 00
W. B. Knapp, carpenter.....	13 40

Daniel Van Hoesen, carpenter.....	\$12 00
George Lantman, carpenter.....	31 13
M. F. Cleary, trees and setting.....	27 19
L. G. Viele, carpenter.....	9 60
Peter Strobeck, labor.....	15 81
Kellogg & Place, hardware.....	2 60
Cortland F'dry & Machine Co., repairs..	106 18
N. Chamberlain, ink-wells, etc.....	9 64
	<hr/>
	\$684 33

Contingent Expenses.

Tanner Bros., ribbons for diplomas....	\$21 00
T. B. Stowell, supplies.....	12 35
D. F. Wallace, stationery, etc.....	236 79
G. W. Bradford, chemicals, etc.....	77 98
Deloss Sanders, repairing clocks.....	3 75
Frederick Hyde, traveling expenses....	12 99
N. Chamberlain, supplies.....	34 11
S. D. Freer, coal.....	882 36
R. H. Duell, traveling expenses.....	16 94
Warren & Tanner, cloth for erasers....	2 00
Gas Company.....	141 30
A. Mahan, rent of piano.....	24 00
Return fare of Normal students.....	289 78
J. C. Carmichael, repairs.....	15 35
H. D. Freer, supplies.....	10 48
Gavit & Co., diplomas.....	31 45
B. B. Jones, printing.....	26 00
A. W. Carl, printing.....	5 75
The Herald Co., printing.....	4 00
Binghamton Publishing Co., printing..	8 00
Standard Publishing Co., printing.....	3 00
Courier Printing Co., printing.....	4 00
Wm. H. Clark, printing.....	69 30
Truair Smith & Bruce, printing.....	3 50
Moore & Hubbard, supplies.....	12 50
H. M. Kellogg, hardware.....	3 05
Daniel Nye, cleaning walks.....	15 00
Brown & Maybury, chemicals.....	12 89
James F. Maybury, telegraphing.....	8 13
Robinson & Perrigo, brooms.....	4 00
J. M. Cassety, traveling expenses, etc..	175 25
J. H. Hoose, office supplies.....	10 30
Smith & Kingsbury, hardware.....	62
Warner Rood, rent of hall.....	20 00
	<hr/>
	\$2,197 92

RECAPITULATION.

Library, text-books, etc.....	\$100 88	
Repairs on buildings and grounds.....	684 33	
Contingent expenses.....	2,197 92	
		\$2,983
Amount on hand September 30, 1881.....		1,546
		<hr/>
Grand total.....		\$4,529
		<hr/>

We hereby certify that we have examined the foregoing statement of receipts and disbursements for the State Normal and Training School at Cortland, N. Y., during the year ending Sept. 30, 1882.

FREDERICK HYDE, *President*.

NORMAN CHAMBERLIN, *Secretary*.

Subscribed and sworn to before me, }
this third day of January, 1882. }

MORGAN L. WEBB, *Notary Public*.

Memorandum:—In addition to the sum accounted for by the local board, the amounts named below were paid by the Department of Public Instruction for teachers' salaries and the salary of the janitor during the year:

James M. Cassety.....	\$1,807
Frank S. Capen.....	1,600
J. M. Milne.....	1,400
Geo. E. Sawyer.....	750
Israel T. Deyo.....	600
Martha Roe.....	900
M. F. Hendrick.....	750
C. E. Booth.....	700
L. T. Corlew.....	700
Addie Herrick.....	300
H. E. Burdick.....	137
Sara E. Collins.....	137
Annie E. Wilbor.....	275
Maria W. Bishop.....	137
Annie E. Walters.....	137
S. P. Gooding, janitor.....	500

\$10,832

(S.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE
STATE NORMAL AND TRAINING SCHOOL AT FRE-
DONIA.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The local board of the State Normal and Training School at Fredonia, in accordance with the requirements of law, beg leave to submit the following report for the year ending September 30, 1881.

I. CONDITION OF PROPERTY.

During the past year, in addition to ordinary expenses of repairs, the Board have finished reflooring and recoiling the first and second stories and made other repairs, using from the special appropriation of 1881, \$6,297.93, and when all the work now begun is completed, these two floors will be in a good state of repairs. The basement and dormitories have been only partly repaired, and but little addition has been made to apparatus or library.

II. LOCAL BOARD.

The Local Board is as follows :

Hon. L. Morris, president ; Louis McKinstry, secretary ; P. H. Stevens, Franklin Burritt, Charles L. Mark, G. D. Hinckley, Alva Colburn.

III. FACULTY.

At the close of the first term Prof. James M. Cassety took charge of the Normal School at Cortland, and at the close of the second term Prof. O. W. Burchard left the school to go into business, and Mrs. Burchard left on account of her health. Prof. A. Frank Jenks, Prof. Myron T. Dana and Miss Ellen L. Clothier were selected to fill the vacancies. Miss Mary A. Bemis was given the charge of a Kindergarten Department and Mrs. Harriet G. Ely was chosen as teacher of painting. The faculty is as follows :

Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education.

Charles A. Babcock, A. M., Natural Sciences.

A. Frank Jenks, A. M., Ancient Languages.

Myron T. Dana, Mathematics and German.

Miss Elizabeth Richardson, Methods and Essays.

Miss Ellen L. Clothier, English Language, Rhetoric and Literature.

Miss M. Blanche Blair, Drawing and Geometry.

Mrs. Z. G. Carruth, French and History.

M. Antoinette Whiting, Vocal Music.

Andrew Y. Freeman, Principal of Senior Department and Superintendent of Practice.

Miss Jeannie E. Kinsman, Principal of Junior Department.

Miss Anna McKinstry, Critic in Senior Department.

Mrs. Lizzie Mathews, Critic in Junior Department.

Miss Eva Wilkins, Assistant Critic.
 Miss Anna J. Markham, Instrumental Music.
 Miss Mary A. Bemis, Kindergarten.
 Mrs. Harriet G. Ely, Painting.

IV. NAMES OF THE GRADUATES FOR THE YEAR.

Normal Graduates.

Classical — Frank E. Aldrich, Fredonia; Delmer E. Batcheller, Stockton; Marietta F. Kendall, Tidioute, Pa.; Jessie I. Luther, Fredonia; Anna McLaury, Forestville; John A. Warren, Laona.

Advanced English — Effie M. Burton, Brocton; John L. Donovan, Laona; Marguerite C. Dugan, Portland; Cora E. Francis, Sherman; Clara A. Garvin, Corfu; Cora U. Mabbett, Fredonia; Arabelle Wheeler, Fredonia.

Elementary English — Alice M. Bell, Summit City, Pa.; Lucie S. Hamilton, Batavia; Mary R. Hillabrant, Elmira; May A. E. Johnson, Cassadaga; Mary A. Kidder, Elmira; Ellen E. Osmer, Fredonia; Lillian C. Wiggins, Versailles.

Academic Graduates.

Classical — Ella I. Davis, Fredonia; Hattie A. Ely, Stockton.

Advanced English — Harold W. Fairbanks, Fredonia; Julia H. Kyman, Fredonia; Margaret Sullivan, Fredonia; Ar Louine Swift, Fredonia.

College Preparatory — Joseph W. Carruth, Fredonia.

Total Normal graduates for the year.....	20
Total Academic graduates for the year.....	7

V. ATTENDANCE.

Whole number of pupils registered:

Normal.....	182
Academic.....	67
Intermediate.....	174
Primary.....	142
Total.....	565

VI. FINANCIAL REPORT FOR YEAR ENDING SEPTEMBER 30, 1881.

Receipts.

1880.

October 1. Amount in hands of local board.....	\$117 53
October 1. Amount received from State during year.....	17,569 03
October 1. Amount received from tuition during year.....	201 95
October 1. Interest.....	1 87

Total.....	\$17,890 38
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EXPENDITURES.

Salaries.

F. B. Palmer, principal.....	\$2, 500 00
J. M. Cassety, vice-principal.....	693 00
O. A. Babcock.....	1, 500 00
O. R. Burchard.....	1, 500 00
A. Y. Freeman.....	960 00
Elizabeth Richardson.....	1, 200 00
Kate B. Burchard.....	800 00
Minnie B. Blair.....	800 00
Zenani G. Carruth (one-half time)....	300 00
Marie A. Whiting.....	500 00
Jeannie Kinsman.....	800 00
Annie McKinstry.....	600 00
Lizzie M. Mathews.....	600 00
Eva Wilkins.....	600 00
Mary E. Johnson (temporary).....	45 00
Alice Johnson (temporary).....	75 00
Total.....	<u>\$13, 473 00</u>

Repairs and improvements.

1880.	
October	8. Buffalo Hardware Co., new seats, etc.....
	\$589 60
October	8. E. A. Curtis, architect.
	25 00
October	8. L. S. Huntley, painting
	96 85
October	8. John Coyle, repairing blackboards.....
	111 08
October	8. A. Collis, painting.....
	67 99
October	8. George H. White, new floors, etc.....
	539 24
October	8. Allen & Edmunds, paints, etc.....
	63 23
December	17. L. S. Huntley, painting
	2 50
December	17. Nat. Gas-light Co., plumbing.....
	19 87
1881.	
March	3. W. W. Scott & Son, hardware.....
	15 74
July	3. Nat. Gas Co., plumbing
	7 79
July	2. D. L. Shepard, hard- ware.....
	8 14
July	2. Cauty & Thompson, blacksmith.....
	9 25
Total.....	<u>\$1, 556 28</u>

Fuel and lights.

1880.			
October	8. P. H. Stevens & Co., wood.	\$61 75	
October	8. G. W. Sisson, coal.....	389 68	
December	17. National Gas-light Co., gas.	16 75	
1881.			
July	2. National Gas-light Co., gas	22 50	
July	2. D. L. Shepard, wood.....	86 00	
Total.....			<u>\$576 68</u>

Mileage to students.

1881.			
March	3. F. B. Palmer, disbursements	\$60 41	
July	2. F. B. Palmer, disbursements	58 71	
Total.....			<u>\$119 12</u>

Library, text-books and apparatus.

1880.			
October	8. J. A. Irving, rebinding....	\$130 45	
October	8. F. C. Chatsey, books.....	14 50	
December	17. F. C. Chatsey, books and chemical bottles.....	84 17	
December	17. J. A. Irving, binding.....	26 80	
1881.			
March	3. E. S. Ritchie & Sons, apparatus. tus.....	122 01	
July	2. L. L. Riggs, cyclopædia...	40 00	
July	2. Beers & Co., Co. atlas.....	12 00	
July	2. F. C. Chatsey, books.....	11 45	
Total.....			<u>\$441 38</u>

Printing.

1880.			
October	8. W. McKinstry & Son.....	\$27 50	
October	8. C. F. White & Co.....	14 67	
December	17. W. McKinstry & Son.....	41 50	
December	17. C. F. White & Co.....	16 30	
1881.			
March	3. W. McKinstry & Son.....	55 75	
March	3. C. F. White & Co.....	32 50	
July	2. W. McKinstry & Son.....	68 97	
July	2. C. F. White & Co.....	71 00	
July	2. Gavit & Co., diplomas....	25 85	
Total.....			<u>\$354 04</u>

Miscellaneous.

1880.

October	8. F. C. Chatsey	\$34 40
October	8. F. B. Palmer, disbursements	29 58
December	17. F. C. Chatsey, chemicals...	18 05

1881.

March	3. Victor M'f'g. Co., ink.....	6 25
March	3. F. B. Palmer.....	25 62
July	2. W. W. Scott & Son, hardware	2 92
July	2. P. H. Stevens & Co., ribbon for diplomas.....	10 00
July	2. F. C. Chatsey, chemicals...	35 83
July	2. F. B. Palmer, disbursements	66 94
July	2. L. McKinstry, Sec. "	13 96
July	2. P. McDonell, janitor.....	800 00
July	2. Allen & Edmunds, chemicals	4 98

Total..... \$1,048 53

Paid from tuition fund.

1880.

October	12. American Rural Home, adv'g	\$10 00
October	12. Olean Times, advertising...	2 00
October	12. Cattaraugus Republican, adv'g	2 25
October	12. Ellicottville Union, adv'g...	4 00
October	12. Chautauqua Farmer, adv'g...	4 80
October	12. Cuba Patriot, advertising...	4 25

Total..... \$27 30

R CAPITULATION.

Receipts.

Amount in hands of Local Board October

1, 1880.....	\$117 53
Amount received from State during year	17,569 03
Amount received for tuition.....	201 95
Amount received, interest on tuition money.....	1 87

Total..... \$17,890 38

Expenditures.

Teachers' salaries.....	\$13,473 00
Repairs and improvements.....	1,556 28
Fuel and lights.....	576 68
Mileage to students...	119 12

Text-books and apparatus.....	\$441 38
Printing.....	354 04
Miscellaneous (including janitor's salary \$800).....	1,048 53
Total from State appropriation....	\$17,569 03
Paid from tuition fund.....	27 30

Total expenditures..... \$17,596 33

Leaving in hands of Local Board..... \$294 05

STATE OF NEW YORK, }
Chautauqua County, } ss.:

L. Morris, president, and L. McKinstry, secretary, of the local board of the State Normal School at Fredonia, being duly sworn, say, and each for himself says, that he has examined the foregoing account, and believes the same to be in all respects correct and just.

L. MORRIS, *President.*

L. MCKINSTRY, *Secretary.*

Sworn to before me, this 10th }
day of December, 1881. }

E. F. WARREN, *Notary Public.*

Expenditures from special appropriation by Legislature of 1881, for repairs and improvements to State Normal School Building at Fredonia.

Audit of September 5, 1881:

Allen & Edmunds, paints, oils, etc....	\$159 62
F. W. Howard, wall paper.....	91 07
F. C. Chatsey, wall paper.....	18 75
D. L. Shepard, hardware.....	207 62
W. S. Hayward, labor and tools.....	44 50
John Cray, labor.....	31 50
George B. Hayward, labor.....	17 25
R. Wolfers, carpenter and lumber....	431 20
Frazine & Hamilton, lumber.....	30 39
D. Wright & Co., lumber.....	645 37
William Roth, mason.....	265 88
D. A. White, kalsomine, etc.....	74 18
L. S. Huntley, painting, etc.....:	618 82
L. S. Huntley, hanging wall paper, etc.	27 57

\$2, 663 72

Audit of September 14, 1881 :

L. S. Huntley, painting.....	\$253 05
Nat. Gas-light Co., plumbing.....	69 18
Geo. H. White, flooring, ceiling, etc...	2, 622 38
John Coyle, repairing blackboards.....	126 00
Albert Collis, kalsomining.....	334 00
Sellew & Popple, iron columns.....	229 60

\$3, 634 21

SUMMARY.

Audit of September 5.....	\$2, 663 72
Audit of September 14.....	3, 634 21

Total..... \$6, 297 93

STATE OF NEW YORK, }
Chautauqua County, } ss. :

L. Morris, president, and L. McKinstry, secretary, of the local board of the State Normal and Training School at Fredonia, do swear, and each for himself swears, that the annexed statement of expenditures for repairs and improvements made from amounts received from the special appropriation for that purpose, is a correct and true statement according to the best of their knowledge and belief.

L. MORRIS, *President.*
L. MCKINSTRY, *Secretary.*

Sworn to before me, }
December 19, 1881. }

E. F. WARREN, *Notary Public.*

(T.)

TENTH ANNUAL REPORT OF THE LOCAL BOARD OF
THE STATE NORMAL AND TRAINING SCHOOL AT
GENESEO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The local board of the State Normal and Training School at Geneseo, in accordance with the requirements of law, herewith transmits its tenth annual report.

ATTENDANCE.

Normal department.....	
Academic department.....	
School of Practice	Intermediate department.....
	Primary department.....
Total.....	

GRADUATES.

The whole number of graduates is :

Males.....	
Females.....	
Total.....	

The number of graduates during the year was :

Males.....	
Females.....	
Total.....	

UNDERGRADUATES.

The number of undergraduates enrolled during the year, who taught some portion of the year.....

GRADUATES OF 1881.

Hattie E. Baird.....	Geneseo, Livingston county.
William L. Baker.....	Perry, Wyoming county.
Nora M. Bennett.....	Hunts, Livingston county.
Hattie E. Calvert.....	Youngstown, Niagara county.
Sarah Clute.....	Moscow, Livingston county.
Dayton L. Kathan.....	Ballston, Saratoga county.
George N. Kneeland.....	Dalton, Livingston county.
I. Edward Lyon.....	York, Livingston county.
Libbie V. Griswold.....	Geneseo, Livingston county.
Nettie W. Pierpont.....	Allen's Hill, Ontario county.
Anna M. Rieck.....	Delta, Oneida county.
Anna Tibbets.....	Belfast, Allegany county.

LOCAL BOARD.

The Local Board of control remains the same as at the last report. The following are the members :

Hon. James Wood, president ; Dr. Walter E. Lauderdale, secretary ; Hon. Hezekiah Allen, treasurer ; Col. John Rorbach, Solomon Hubbard, Hon. James W. Wadsworth, Adoniram J. Atkinson, Ephraim F. Curtiss, William A. Wadsworth.

FACULTY.

The changes in the corps of instructors, during the year, were as follows:

Miss Delia M. Van Derbelt resigned, but no one has yet been appointed to fill the vacancy; Professor Jerome Allen resigned, and Hubert J. Schmitz was appointed to fill the vacancy.

The following list gives the names of the present teachers and their departments:

William J. Milne, Ph. D., LL. D., Principal, Didactics and Moral Philosophy.

Reuben A. Waterbury, A. M., Mathematics.

John M. Milne, A. B., Ancient Languages.

Hubert J. Schmitz, Ph. D., Natural Sciences.

Miss Cynthia U. Weld, A. M., Preceptress, Rhetoric and Composition.

Miss Sara F. Fletcher, Grammar and Elementary Methods.

Miss Jennie C. Coe, Mathematics and History.

Miss Mary E. Burns, Geography and Composition.

Miss Myra P. Burdick, Critic and Head Teacher of Intermediate Department.

Miss Lizzie McBride, Critic, and Head Teacher in Primary Department.

Mrs. Phebe B. Minard, Critic in Primary Department.

Mrs. Henriette Gerke, German.

Miss Mary E. Parks, Vocal Music.

Miss Laura Rose, Elocution.

Miss Maria W. Chichester, Drawing and Painting.

Mrs. J. L. Fraley, Instrumental Music.

FINANCIAL EXHIBIT.

Receipts.

Amount in hands of Local Board October 1, 1880...	\$290 41
Received from State Treasurer during the year ending September 30, 1881.....	17,752 98
Amount received for tuition	1,335 40
Total.....	<u>\$19,378 79</u>

Disbursements.

For teachers' salaries.....	\$13,845 00
For library, text-books and apparatus.....	745 34
For repairs and improvements.....	1,727 67
Other disbursements.....	2,941 37
Amount in hands of Local Board September 30, 1881.	119 41
Total.....	<u>\$19,378 79</u>

DETAILED STATEMENT OF DISBURSEMENTS.

Teachers' salaries.

William J. Milne.....	\$1
Jerome Allen.....	1
Reuben A. Waterbury	1
John M. Milne.....	1
Cynthia U. Weld.....	1
Sara F. Fletcher.....	1
Myra P. Burdick.....	
Jennie C. Coe.....	
Lizzie McBride.....	
Laura Rose.....	
Mary E. Burns.....	
Delia M. Van Derbelt.....	
Phebe B. Minard.....	
Mary E. Parks.....	
Henriette Gerke... ..	
Maria W. Chichester.....	
Willis Van Valkenburg.....	
Total.....	\$1

For library, text-books and apparatus.

Hersey & Co., books, etc.....	
Harper & Brothers, books.....	
Charles Scribner's Sons, books	
Iverson, Blakeman, Taylor & Co., books.....	
L. W. Crossett, books, chemicals, etc.....	
A. S. Barnes & Co., books.....	
Maria W. Chichester, anatomical chart.....	
P. B. Minard, books.....	
M. E. Parks, music books.....	
O. F. Sherwood, books, etc.....	
J. W. Mattison, anatomical atlas.....	
Jerome Allen, induction coil.....	
Henry A. Ward, skeletons.....	
L. W. Crossett, magazines, etc.....	

Total.....

For repairs and improvements.

Alexander Edgar, labor.....	
Frank Spencer, painting.....	
Benj. Moreland, labor.....	
O. Cocher, mason work.....	

F. Leonard, sand.....	\$6 00
J. Houston, jr., labor.....	2 00
P. Crystal, labor.....	21 00
J. B. Gorham, slating boards.....	101 36
J. A. Geary, plastering.....	2 00
Crossman & Churchill, drawing earth, plastering, etc.	48 58
C. A. Youngs, hardware.....	15 48
Howe & Rogers, carpeting and matting.....	184 50
E. H. Cook & Co., radiators.....	87 46
E. A. Livermore, lumber, etc.....	123 39
Thomas Lovell, labor.....	24 00
J. Balding, painting.....	21 24
E. E. Doty, hardware.....	136 18
S. C. Green, labor.....	45 75
J. B. Harris, jr., labor.....	5 00
Benj. Moreland, labor.....	2 13
F. Van Allen, labor.....	2 85
A. H. Andrews & Co., seat-arms.....	6 00
J. W. Vickers, building stairs.....	144 41
O. R. Crossman, brick, etc.....	15 00
M. Manion, mason work and material.....	81 72
E. W. Hudnutt, lumber.....	74 08
E. H. Cook & Co., zinc corners.....	6 00
Henry Waltjin, frescoing and painting.....	463 00
F. Mate, blacksmithing.....	5 95
J. Richmond, repairing clocks.....	1 50
W. H. Olmsted, carpet, etc.....	42 90
Geneseo Gas-light Co., fire brick.....	4 59
Mrs. L. C. Morey, making carpet.....	3 00
Total.....	<u>\$1,727 67</u>

Other disbursements.

Express charges, freight, etc.....	\$20 60
W. E. Lauderdale, postage.....	3 20
Mileage.....	369 38
W. J. Milne, traveling expenses, postage, etc.....	56 50
P. Reagan, labor.....	14 25
A. L. Bailey, printing.....	5 50
C. W. Bardeen, advertising.....	4 25
Gavit & Co., diplomas.....	16 20
Jerome Allen, chemical supplies.....	6 41
W. D. E. Allen, labor.....	40 00
L. C. Morey, trees and plants.....	16 53
Geneseo Gas-light Co., gas.....	128 75
J. C. G. Haynes, supplies.....	16 78
C. O. Beach, ribbon.....	1 98
Chas. Clapper, labor.....	2 89

W. J. Dounce & Co., coal.....	\$1,147 59
Geo. W. Shamp, tongs.....	3 00
S. P. Allen, printing and advertising.....	134 00
Allen & Scott, printing and stationery.....	38 00
E. A. Livermore, coal.....	90 79
A. R. Clapper, labor.....	18 75
Benjamin Moreland, labor.....	6 02
L. C. Morey, janitor,.....	800 00
Total.....	<u>\$2,941 37</u>

LIVINGSTON COUNTY, ss.:

James Wood, president, and Walter E. Lauderdale, secretary, of the local board of the State Normal and Training School at Geneseo, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and disbursements, and believes the same to be in all respects correct.

JAMES WOOD, *President.*

W. E. LAUDERDALE, *Secretary.*

Sworn to before me, this 23d }
day of December, 1881. }

CAMPBELL H. YOUNG, *Notary Public, Livingston Co.*

(U.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE
STATE NORMAL AND TRAINING SCHOOL AT
OSWEGO.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The local board of the Oswego State Normal and Training School herewith submit the annual report required by the provisions of law.

OFFICERS.

STATE DEPARTMENT OF PUBLIC INSTRUCTION.

NEIL GILMOUR, *Superintendent.*

Local Board.

Gilbert Mollison, President.
John K. Post, Secretary.
Daniel G. Fort, Treasurer.
Samuel B. Johnson,
Benjamin Doolittle,
Theodore Irwin,

Geo. B. Sloan,
David Harmon,
Alanson S. Page,
John M. Barrow,
Delos DeWolf,
Thos. Mott,

Abner C. Mattoon.

FACULTY.

Changes that have occurred during the year.

Mrs. Emina D. Straight resumed her work in literature and composition, thus relieving Miss Julia A. Cook, who has been acting as substitute since January 18, 1879. Messrs. Babcock and Thomson, who have been assisting Professor Straight in the laboratories during the past year, resigned their positions; the former, at the close of the year, and the latter, during the last term. Both gentlemen left to occupy more lucrative positions as teachers in other parts of the State. Mr. George W. Fitz has been employed to assist Professor Straight in the Science department, and Mr. F. G. Tice has been employed to take charge of penmanship, and to assist in the office. This arrangement relieves Miss Van Petten who had charge of penmanship last year, and gives her an opportunity to assist Professor Straight in the Science department.

In the School of Practice, the resignation of Misses Churchill and Snow rendered some change necessary. Miss Georgia A. Timerson was transferred from the principalship of the Junior department, to the position of Assistant Critic, vacated by the resignation of Miss Snow, and Miss Emily A. Comer was appointed to fill the vacancy. The position of principal of the Primary department, was filled by the appointment of Miss Carrie F. Herrick. These are the only changes that have occurred during the year.

NAMES OF THE FACULTY AS AT PRESENT ORGANIZED.

Edward A. Sheldon, A. M., Ph. D., Principal, Didactics.

Henry H. Straight, A. M., Director of the Science Department and School of Practice.

Isaac B. Poucher, A. M., Arithmetic, Algebra, and Methods of Teaching Arithmetic.

Herman Krüsi, A. M., Geometry, History and Philosophy of Education, German and French.

Matilda S. Cooper, English Grammar, and Methods of Teaching Grammar and giving object lessons.

Mary D. Moore, Latin, Greek and History.

Emma D. Straight, English Literature, Composition and Object Drawing.

Sarah T. VanPetten, Drawing, Botany, Methods of Teaching Botany, Form and Drawing, and assisting in the Science Department.

Amelia B. Myers, Reading, Gymnastics, Geography, Methods of Teaching Reading, Rehearsals, and charge of Library.

Sarah J. Walter, Principal and Critic of School of Practice, and Methods of teaching Geography and Color.

Georgia A. Timerson, Assistant Critic of School of Practice.

Emily S. Comer, Principal of Junior Department of School of Practice.

Carrie F. Herrick, Principal of Primary Department of School of Practice.

George W. Fitz, Assistant in Science Department.

F. G. Tice, Teacher of Penmanship, and assistant in Office Work.

ATTENDANCE.

Number of pupils registered :

Normal School.....	440
School of Practice.....	404
Total.....	844

Average number of pupils in attendance :

Normal School.....	244
School of Practice.....	233
Total.....	477

APPENDIX.

Number of pupils registered during the year :

Males.....	82
Females.....	358
Total.....	440

Average age of pupils in attendance during the year :

Males.....	11
Females.....	11

Number of graduates during the year :

Males.....	6
Females.....	6
Total.....	12

Number of graduates since the school was established :

Males.....	89
Females.....	921
Total.....	1,010

GRADUATES, TERM ENDING JANUARY 25, 1881.

Elementary English Course.

Ada E. Boyd,
 Kate V. D. Bundy,
 S. Jennie Burt,
 M. Louise Deyo,
 Minnie G. Flynn,
 Kate F. Hanrahan,
 M. Adda Holton,
 Nellie Locklin,
 Mary Louise Lovecraft,

Emma A. Lovejoy,
 Anna L. McCanna,
 Sarah McPeck,
 Nancie Irene Moore,
 Josephine Owen,
 Nettie M. Teague,
 Nathalie L. Vidand,
 Josephine Volz,
 Hannah J. Wood.

Advanced English Course.

George E. Bullis, Kate A. Leonard,
Lizzie E. Waldt.

Classical Course.

Edith R. Bogle, George W. Cullinan,
Mary E. Hutcheson.

PROGRAMME, JANUARY 25, 1881.

2 P. M.

Reading Scriptures and Prayer.....Rev. H. H. Stebbins.

Music.

Instrumental Duet—"The Prodigal Son," (G. Wallace Dawson.)
Ada E. Boyd and Josephine Volz.

Essay—"The Power of Money".....Lizzie E. Waldt.

Essay—The Tariff.....George E. Bullis.

Music.

Sextet—"After the Night Dawns the Morrow".....(Gounod.)

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geography—A Junior, No. 40.....Minnie G. Flynn.

Language—B Primary, No. 37.....Kate V. D. Bundy.

Reading—C Primary, No. 35.....Ada E. Boyd.

Plants—C Primary, No. 34.....Nellie Locklin.

Arithmetic—B Junior, No. 43.....Hannah J. Wood.

EXERCISES IN THE HALL.

Music.

Cornet Solo—"Selection," (Winner).....W. G. Pardee.

Essay—Our Schools and our Children.....Mary E. Hutcheson.

Essay—Individuality.....Emma A. Lovejoy.

Music.

Vocal Solo—"The Flower Girl," (Bevignani,) Mary E. Hutcheson.

Essay—Yeast.....Kate A. Leonard.

Essay—Culture.....Nathalie L. Vidaud.

CONFERRING OF DIPLOMAS.

Music.

Class Song..... { Words by Emma A. Lovejoy.
Music by Mary E. Hutcheson.

BENEDICTION.

Class Motto....."Docendo Discimus."

CLASS SONG.

Our work together is finished
 As the Class of '81,
 And our hopes and cares long blended,
 Together no longer run.
 Soon the dear familiar faces
 No more will meet our eye;
 With our joy is mingled sadness,
 As we sing our last good-by.

By success, we've been cheered to new efforts,
 To master the strange and unknown,
 While mistakes were signals of warning,
 Not to trust in ourselves alone.
 We've now come to the day long wished for,
 Old cares behind us lie,
 But regret still shades our gladness,
 While we sing our last good-by.

Each one for himself in the future
 Must a separate path pursue,
 Having all that's past to guide him,
 And much to learn that is new,
 But wherever we may wander,
 In our roamings far and nigh,
 This hour we'll still remember—
 The hour of our last good-by.

GRADUATES, TERM ENDING JUNE 28, 1881.

Elementary English Course.

Eliza E. Andrews..... Beautiful Won
 Carrie Benson..... Sunsh
 Caroline Clary..... Every Night must have its Morn
 Alfarata Clute..... Our National Mann
 Eliza A. Cheyney..... Christianity in Poe
 Cora B. Fisher..... La
 Anna E. Forbes..... Keep in S
 Ella A. Gerow..... Social Cult
 Philadelphia S. Hallock..... Fiction as a Means in Educat
 Jeannette Hargreaves..... Yes and
 Ettie M. Holcomb..... Blossoms and Fr
 Kate A. Hopson..... Character Build
 Zoe W. Hopson..... Life is what we mak
 Mary S. Howe..... Nature's Teach
 Mary J. Hunt..... Pr
 Addie S. Ketcham..... Unmas
 Lucy E. Leeds..... Tr
 Clara M. Lewis..... Our Presidents' Wi
 Josephine Mace..... Cheerful
 Laura G. Marsh..... Growing
 Mary H. Mattison..... The Influence of Early Read
 Carrie E. Miner..... Human Influe
 Anna Nicholson..... Savaroi

Edna Pateman.....	Expression.
Nena Rodie.....	Failures in Life.
Clara A. Salisbury.....	Spiders.
Catherine E. Sheridan.....	Work.
M. Victoria Shore.....	Rough Diamonds.
Ella L. Smith.....	Practice what you preach.
Nellie L. Witbeck.....	An Essay on Man.
Irving Washburn.....	The State as an Educator.

Advanced English Course.

Margaret Bernhard.....	Corporal Punishment.
Rachel Butler.....	Saving vs. Spending.
Lizzie M. Daly.....	Idols.
Jennie M. Hempton.....	Our Glory.
Mary E. Laing.....	Compensation.
Elizabeth A. Mathews.....	It takes time.
Emma J. Nesbitt.....	Education.
Kate L. Preston.....	"Uneasy lies the head that wears a crown."
Anna B. Sheldon.....	The Pool.

Classical Course.

M. Helen Alden.....	{ "The Sea of Life, and how to swim it.
	{ The Cream of Life, and how to skim it."
Josephine C. Bunker.....	The Mystic Seven.
Class Motto.....	"Aim High."

PROGRAMME, JUNE 28, 1881.

9 A. M.

Reading Scriptures and Prayer.....

Music.

Quartette — "Sunrise," (White).....	
Essay — { "The Sea of Life, and how to swim it.	M. Helen Alden.
{ The Cream of Life, and how to skim it."	
Essay — On Man.....	Nellie Witbeck.

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Arithmetic — C Senior, No. 34 ..	Anna Nicholson.
Botany — A Junior, No. 37.....	Elizabeth A. Mathews.
History — B Junior, No. 43.....	Rachel Butler.
Composition — B Junior, No. 35.....	Kate L. Preston.
Number — A Primary, No. 36.....	Mary J. Hunt.
Language — C Primary, No. 40.....	Kittie E. Sheridan.
Reading — C Primary, No. 42.....	Ella A. Gerow.

EXERCISES IN THE HALL.

Instrumental Trio — "Alpine Glow," (Oesten) Misses Mace, Hallock and Witbeck.	
Recitation — The Blind Girl of Castel Cuille.....	Caroline Clary.
Essay — Fiction as a Means in Education..	Philadelphia S. Hallock.

Music.

Vocal Duet — "Drift, my bark," (Kucken) Misses Mattison and Pateman.

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geology — C Senior, No. 34.....Alfarata Clute.
 Reading — B Junior, No. 37.....Josephine C. Bunker.
 Geography — A Junior, No. 43.....Eliza E. Andrews.
 Music — Junior Children, Hall.... Mary H. Mattison.
 Number — C Primary, No. 35.....Mary S. Howe.
 Color — C Primary, No. 40.....Lucy E. Leeds.
 Observation — B Primary, No. 36.....Zoe Hopson.
 Form — C Primary, No. 42.....Carrie E. Miner.

2 P. M.

Music.

Vocal Trio — "Down in the Dewy Dell," (Smart) Misses Sheridan, Smith and Butler.

Essay — The State as an Educator.....Irwin Washburn.
 Essay — Christianity in Poetry.....Eliza A. Cheyney.

Music.

Instrumental Solo — Grand Valse — in A Flat, (Chopin) Josephine C. Bunker.

Essay — Corporal Punishment.....Margaret Bernhard.
 Recitation — The Sioux Chief's Daughter.....Edna Pateman.

Music.

Vocal Solo — "Ernani involami," (Verdi).....Sophia Ould.
 Essay — The Pool.....Anna B. Sheldon.
 Essay — Compensation.....Mary E. Laing.

CONFERRING OF DIPLOMAS.

BENEDICTION.

DETAILED STATEMENT OF THE RECEIPTS AND DISBURSEMENTS OF
 THE LOCAL BOARD FOR THE YEAR ENDING SEPTEMBER 30, 1881.

Receipts and Assets.

Amount received from Comptroller by building committee for completion of building.....	\$2,000 00	
Amount received from Department of Public Instruction, for current expenses of school for the year.....	20,347 48	
Amount received to pay balance of re- quisition for July 6, 1880.....	255 49	
		<u>\$22,602 97</u>

*Disbursements.***Teachers' wages :**

Edward A. Sheldon.....	\$2,500 00	
I. B. Poucher.....	1,800 00	
H. H. Straight.....	1,600 00	
Herman Krusi.....	1,600 00	
Matilda S. Cooper.....	1,200 00	
Mary D. Moore.....	900 00	
O. A. Lester.....	800 00	
S. T. Van Petten.....	600 00	
A. B. Myers.....	500 00	
Sarah J. Walter.....	500 00	
John L. Babcock.....	350 00	
Juliet O. Cook.....	300 00	
Fannie C. Snow.....	200 00	
Georgia A. Timerson.....	100 00	
Uldric Thomson.....	76 00	
Henrietta Crane.....	100 00	
		\$13,126 00
Balance of requisition for July 6, 1880.....		255 49
Total.....		\$13,381 49

Apparatus account :

S. J. Alcott, gymnastic rings.....	\$3 70	
James McCarthy, crockery for laboratory	10 70	
Chas. Scribner's Sons, maps.....	6 38	
Whitall, Fantum & Co., Regents, etc., for laboratory.....	66 13	
John McCall, hammers for geology....	32 00	
A. A. Grey & Co., moulding table....	14 50	
C. A. Cummings, electric bells and battery.....	12 00	
Vulcan Iron Works, moulding sand....	3 15	
E. W. Spring, moulding clay.....	3 50	
Buffalo Dental M'fg. Co., apparatus for laboratory.....	13 12	
C. H. Butler, blackboard materials....	6 32	
Henry A. Ward, national history models	97 00	
		268 50

Library account :

D. Appleton & Co., books.....:	\$3 23	
E. Steiger, books.....	4 87	
Hamilton & Chamberlin, books.....	180 26	
R. J. Oliphant, binding books.....	46 80	
G. M. Hopkins, city atlas.....	12 00	
W. H. Chamberlin, books.....	23 28	
E. D. Hames, lit. world.....	2 00	
Chas. Scribner's Sons, books and maps.	113 00	
		385 44

Music.

Vocal Duet — "Drift, my bark," (Kucken) Misses Mattison and Pateman.

LESSONS WITH CHILDREN IN RECITATION ROOMS.

Geology — C Senior, No. 34.....Alfarata Clute.
 Reading — B Junior, No. 37.....Josephine C. Bunker.
 Geography — A Junior, No. 43.....Eliza E. Andrews.
 Music — Junior Children, Hall.... Mary H. Mattison.
 Number — C Primary, No. 35.....Mary S. Howe.
 Color — C Primary, No. 40.....Lucy E. Leeds.
 Observation — B Primary, No. 36.....Zoe Hopson.
 Form — C Primary, No. 42.....Carrie E. Miner.

2 P. M.

Music.

Vocal Trio — "Down in the Dewy Dell," (Smart) Misses Sheridan, Smith and Butler.

Essay — The State as an Educator.....Irwin Washburn.
 Essay — Christianity in Poetry.....Eliza A. Cheyney.

Music.

Instrumental Solo — Grand Valse — in A Flat, (Chopin) Josephine C. Bunker.

Essay — Corporal Punishment.....Margaret Bernhard.
 Recitation — The Sioux Chief's Daughter.....Edna Pateman.

Music.

Vocal Solo — "Ernani involami," (Verdi).....Sophia Ould.

Essay — The Pool.....Anna B. Sheldon.

Essay — Compensation.....Mary E. Laing.

CONFERRING OF DIPLOMAS.

BENEDICTION.

DETAILED STATEMENT OF THE RECEIPTS AND DISBURSEMENTS OF
 THE LOCAL BOARD FOR THE YEAR ENDING SEPTEMBER 30, 1881.

Receipts and Assets.

Amount received from Comptroller by building committee for completion of building.....	\$2,000 00	
Amount received from Department of Public Instruction, for current expenses of school for the year.....	20,347 48	
Amount received to pay balance of re- quisition for July 6, 1880.....	255 49	
		<u>\$22,602 97</u>

*Disbursements.***Teachers' wages :**

Edward A. Sheldon.....	\$2,500 00	
I. B. Poucher.....	1,800 00	
H. H. Straight.....	1,600 00	
Herman Krüsi.....	1,600 00	
Matilda S. Cooper.....	1,200 00	
Mary D. Moore.....	900 00	
O. A. Lester.....	800 00	
S. T. Van Petten.....	600 00	
A. B. Myers.....	500 00	
Sarah J. Walter.....	500 00	
John L. Babcock.....	350 00	
Juliet O. Cook.....	300 00	
Fannie C. Snow.....	200 00	
Georgia A. Timerson.....	100 00	
Uldric Thomson.....	76 00	
Henrietta Crane.....	100 00	
		\$13,126 00
Balance of requisition for July 6, 1880.....		255 49
Total.....		\$13,381 49

Apparatus account :

S. J. Alcott, gymnastic rings.....	\$3 70	
James McCarthy, crockery for laboratory	10 70	
Chas. Scribner's Sons, maps.....	6 38	
Whitall, Fantum & Co., Regents, etc., for laboratory.....	66 13	
John McCall, hammers for geology....	32 00	
A. A. Grey & Co., moulding table....	14 50	
C. A. Cummings, electric bells and battery.....	12 00	
Vulcan Iron Works, moulding sand....	3 15	
E. W. Spring, moulding clay.....	3 50	
Buffalo Dental M'fg. Co., apparatus for laboratory.....	13 12	
C. H. Butler, blackboard materials....	6 32	
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E. D. Hames, lit. world.....	2 00	
Chas. Scribner's Sons, books and maps.	113 00	
		385 44

CITY AND COUNTY OF OSWEGO, ss.:

Before me, Chester Penfield, a notary public in and for the county of Oswego, State of New York, personally appeared Gilbert Molli-son and J. K. Post, and made affidavit that the above statement is correct.

OSWEGO, N. Y., *January 16, 1882.*

CHESTER PENFIELD,
Notary Public.

(V.)

THIRTEENTH ANNUAL REPORT OF THE LOCAL BOARD
OF THE STATE NORMAL AND TRAINING SCHOOL AT
POTSDAM.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — The local board of the State Normal and Training School at Potsdam, presents this its thirteenth annual report.

I. THE LOCAL BOARD.

Is constituted the same as last year, as follows:

Henry Watkins, A. M., president; Hon. A. X. Parker, secretary; George Z. Erwin, A. M., treasurer; Jesse Reynolds, M. D., Roswell Pettibone, A. M., Hon. John I. Gilbert, A. M., Gen. E. A. Merritt, William A. Poste, A. M., A. G. Gaines, D. D.

II. THE FACULTY.

Some changes have been made in the faculty, by resignation, transfer and election, so that the faculty is constituted at present as follows:

Thomas J. Morgan, D. D., Principal, Philosophy and History of Education; began service September, 1881; salary, \$2,500.

Henry L. Harter, A. M., Vice-Principal, Ancient Language; began service April, 1869; salary, \$1,800.

Amelia Morey, School Economy, Principles of Teaching, Grammar, Methods; began service September, 1869; salary, \$1,200.

Mary L. Wood, Reading, Elocution and Gymnastics; began service September, 1871; salary, \$800.

Warren Mann, A. M., Natural Science; began service September, 1872; salary, \$1,400.

Mary M. Kyle, French, History, English Literature, Drawing; began service September, 1873; salary, \$1,000.

Frank E. Hathorne, Vocal and Instrumental Music; began service September, 1875; salary, \$500.

Charles C. Townsend, A. M., Geography, Methods, Criticism ; began service September, 1877 ; salary, \$1,200.

Elizabeth Hargrave, Principal of Training School, Criticism ; began service January, 1877 ; salary, \$800.

George B. Shutts, Mathematics ; began service September, 1879 ; salary, \$800.

M. Amelia Qua, Primary Methods, Criticism ; began service September, 1879 ; salary, \$600.

George W. F. Smith, Composition, Rhetoric, Rhetorical Work Arithmetic ; began service September, 1881 ; salary, \$800.

Henry A. Watkins, Penmanship, Geography, Grammar ; began service September, 1880 ; salary, \$600.

Lilian Church, Assistant in Training School, Criticism, Arithmetic ; began service September, 1880 ; salary, \$450.

III. ATTENDANCE.

1. During the year ending September 30, 1881, the number of students registered has been as follows :

Normal pupils.....	385
Academic.....	50
Intermediate.....	133
Primary.....	103
Total.....	671

(NOTE.—This represents the number of registrations during the year, but as no account is taken of the number of pupils that have been promoted to higher departments, and whose names are repeated, it does not represent the actual number of different pupils in attendance.)

2. The following table, compiled from the reports of the Superintendent of Public Instruction, gives the attendance in the departments each year since the organization of the school.

YEAR.	Primary.	Intermedi- ate.	Total.	Academic.	Normal.	Grand Total.
18 9.....	.....	.....	.....	.....	137	137
1870.....	140	160	300	137	328	765
1871.....	146	150	296	160	301	737
1872.....	146	136	282	203	363	848
1873.....	114	187	301	167	402	870
1874.....	114	143	257	173	365	795
1875.....	125	126	251	163	362	776
1876.....	123	135	258	102	377	737
1877.....	120	119	239	100	314	653
1878.....	109	103	212	63	258	533
1879.....	82	82	164	72	302	538
1880.....	84	100	184	28	342	554
1881.....	103	133	236	50	385	671

(NOTE.—“ Advanced A ” classes retained in Intermediate.)

3. The number of Normal and Academic pupils in attendance September, 1881, is 275, residing as follows :

1. St. Lawrence county.....	222
2. Clinton county.....	13
3. Franklin county.	11
4. Jefferson county.....	11
5. Lewis county.....	6
6. Essex county.....	2
7. Tioga county.....	1
8. Oneida county.....	1
Pennsylvania.....	3
South Carolina.....	1
New Hampshire.....	1
Illinois.....	1
Canada.....	2
Total.....	275

4. The number of new Normal and Academic students enrolled September, 1880, 83; September, 1881, 123.

5. The number of students actually in attendance September, 1881, is as follows:

Normal department.....	245
Academic department.....	30
Intermediate department.....	61
Primary department.....	70
Total.....	406

IV. GRADUATES.

1. The following table exhibits the number of graduates each year:

YEAR.	NORMAL DEPARTMENT.			ACADEMIC DEPARTMENT.			Music.
	Male.	Female.	Total.	Male.	Female.	Total.	
1869.....	...	...	...	...	...	...	...
1870.....	...	...	...	...	...	...	...
1871.....	...	7	7	...	1	1	...
1872.....	1	14	15	1	...	1	...
1873.....	5	13	18	1	...	1	...
1874.....	5	14	19	...	4	4	...
1875.....	5	21	26	2	2	4	...
1876.....	8	17	25	4	...	4	...
1877.....	5	18	23	1	1	2	2
1878.....	10	13	23	2	3	5	...
1879.....	6	11	17	3	2	5	...
1880.....	6	7	13	2	1	3	...
1881.....	9	24	33	...	...	...	1
Total	60	159	219	16	14	30	3

GRADUATES FOR TERM ENDING JANUARY 25, 1881:

Elementary English Course.

Martha S. Abbott,
Isadore A. Kelton,

Sarah J. Butrick,
Ella E. Patterson.

Advanced English Course.

Julia A. Coffern,

Matilda J. Roberts.

Classical Course.

Fletcher A. Gillette,

Chas. H. Leete,
John C. Mahoney.

GRADUATES FOR TERM ENDING JUNE 28, 1881:

Elementary English Course.

Addie C. Benedict,
Ella D. Fuller,
Alice M. Howe,
Eleanor Havens,
Mattie A. Hatch,

Myra R. Lee,
Annie A. Lewis,
B. Jennie Phippen,
Sarah Y. Raymond,
Dennis E. Smith.

Advanced English Course.

Maggie R. Gilmour,
Libbie Lane,
Helen L. Mortou,

Wilbur H. Reynolds,
Lois I. Phillips,
Lucy O. Perrin.

Classical Course.

Hattie M. Delong,
L. Alton Foote,
Alice M. Haywood,
Sumner D. Irish,

Geo. E. Kennen,
Geo. W. Sisson,
Wayland E. Stearns,
Clara L. Tisdale.

Course in Music.

Florence L. Chase.

V. FINANCIAL STATEMENT.

Receipts.

Received from the State during the year.....	\$17,375 54
Received for tuition.....	300 40
Amount in hands of Local Board October 1, 1880...	14 91
Total.....	<u>\$17,690 85</u>

Disbursements.

Salaries of teachers' and assistants.....	\$14,171 25
Janitor's salary.....	650 00
Amount paid for library, text-books and apparatus...	387 36

Amount paid for repairs and improvements.....	\$
Amount paid for other contingent and miscellaneous bills.....	1,
Amount in hands of local board September 30, 1881	
Total.....	<u>\$17,</u>

DETAILED STATEMENT OF EXPENDITURES.

Teachers' salaries.

Malcolm McVicar.....	\$
Henry L. Harter.....	2,
Warren Mann.....	1,
Frank E. Hathorne.....	
Charles C. Townsend.....	1
William D. Marsh.....	
Geo. C. Shutts.....	1,
Amelia Morey.....	1
Mary L. Wood.....	
Mary M. Kyle.....	1
Elizabeth Hargrave.....	
Maggie C. Milne.....	
M. Amelia Qua.....	
Henry A. Watkins.....	
Herbert J. Jones.....	
Jane F. Butrick.....	
Lilian Church.....	
Charles H. Leete.....	
Total.....	<u>\$14</u>

Amount paid for library, text-books and apparatus

Sheldon & Co., books.....	
Taintor Bros., Merrill & Co., books.....	
Chas. Scribner's Sons, books and cyclopædia.....	
Eldridge & Bro., books.....	
D. Appleton and Co., books.....	
A. X. Parker, cyclopædia.....	
H. L. Harter, cyclopædia.....	
Iverson, Blakeman, Taylor & Co., books.....	
MacMillan & Co., books.....	
C. W. Bardeen, books.....	
Harper & Bros., books.....	
Paul A. Garey, models for drawing.....	
Warren Mann, globe.....	
James Noble, binding magazines.....	
Total.....	<u>\$</u>

Amount paid for other expenses.

Gaylord B. Lewis janitor's services, and sawing and putting in wood.....	\$695 00
H. L. Harter, mileage and sundries.....	315 10
L. Ingalls, printing and material.....	45 00
Elliot Fay, postage and printing....	69 06
H. D. Thatcher, chemicals and supplies....	89 87
Chas. W. Leete, repairs and material.....	65 75
Geo. W. Bonney, petroleum.....	12 19
Village of Potsdam, water rates.....	100 00
Cephas G. Rogers, mason work.....	109 02
Partridge, Abbott & Waite, repairing furniture and supplies.....	59 05
Batchelder & Sons, repairs.....	2 91
Geo. B. Swan, blinds and labor.....	180 01
Dennis Hurley, labor.....	3 25
American Express Co., and Montreal Telegraph Co., expressage and telegraphing.....	18 04
E. D. Brooks, cambric and matting.....	151 05
D. Tillia, kindling wood.....	16 75
D. A. B. Bailey, material and repairs.....	33 99
Gavit & Co., diplomas.....	29 05
Ira Ransom, repairs.....	7 35
F. P. Mathews, labor and material.....	37 72
H. L. Ives, repairs and material.....	61 27
C. H. Pierce, music and tuning pianos.....	24 90
Albert Labin, wood.....	88 59
Thos. E. Crary, wood.....	175 87
D. G. Cahoon, wood.....	153 62
Hawkins & Son, printing and paper.....	22 70
Woolworth & Graham, paper and blank books.....	46 44
H. R. Leete, janitor's work at Town Hall.....	25 75
John A. Mc Gilvray, carting.....	19 65
Peter Anstead, repairs and material....	23 84
T. D. Leak, ink.....	4 25
E. B. Benjamin, chemicals and supplies.....	93 09
F. E. Hathorne, music.....	4 07
Peter Henderson, plants.....	11 31
Geo. W. Swift, repairs.....	11 10
American Crayon & Slate Co., crayons.....	10 32
Total.....	\$2,816 93

Amount paid from tuition fund.

H. L. Harter, reading-room expenses.....	\$66 15
A. X. Parker, sundry disbursements.....	9 00

Chas. Cox, interest on insurance.....	\$5 87
C. H. Amo, labor.....	5 00
Total.....	<u>\$86 02</u>

Receipts for Tuition.

The following table exhibits the yearly receipts from students pursuing academic studies:

1869.....		
1870.....	\$1,812	63
1871.....	1,352	80
1872.....	2,139	60
1873.....	1,681	30
1874.....	1,435	70
1875.....	1,800	20
1876.....	1,265	20
1877.....	1,405	00
1878.....	1,004	00
1879.....	910	50
1880.....	391	40
1881.....	300	40

ST. LAWRENCE COUNTY, ss.:

Henry Watkins, president, and Abraham X. Parker, secretary, of the local board of the State Normal and Training School at Potsdam, being duly sworn, say, and each for himself says, that he has examined the foregoing account, and believes the same to be in all respects correct and just.

H. WATKINS,
A. X. PARKER.

Sworn before me, this 22d {
day of October, 1881. }

JOHN G. McINTYRE, *Notary Public.*

(W.)

NORMAL SCHOOL CIRCULAR.

The following is substantially the common form of circular for each of the State Normal and Training Schools, located respectively at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego and Potsdam:

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,

ALBANY, January 1, 1882. }

To School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement relating to the State Normal and Training School at——.

The design of the school is to furnish competent teachers for the public schools of the State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates, the quotas of some counties may not be filled; while the number of eligible applicants from other counties may be greater than their quotas. Therefore, you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified, and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least sixteen years of age, and must possess good health, good moral character, and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination, upon the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointment, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and be mailed promptly to the Superintendent of Public Instruction at Albany.

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction:

..... hereby recommend..... of..... in the county of.....
aged..... years, as possessing the health, scholarship, mental ability and moral
character requisite for an appointment to the State Normal and Training School
at.....

School Comr..... District of the County of.....

[Dated.]

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them, for reference, any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to those who remain a full term.

TERMS AND VACATIONS.

The year is divided into two terms of twenty weeks each. The fall term commences on the first Wednesday in September, and the spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term.

The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to the inconvenience of a private examination.

COURSES OF INSTRUCTION.

ELEMENTARY ENGLISH COURSE.

First Year.

First Term.—Arithmetic, grammar, physical and descriptive geography, vocal music, spelling and impromptu composition, linear drawing, penmanship.

Second Term.—Arithmetic, grammar and analysis (half term), botany (half term), composition and rhetoric, reading, physiology and zoölogy, penmanship, light gymnastics.

Second Year.

First Term.—Philosophy and history of education, school economy, civil government, and school law, methods of giving object lessons and of teaching the subjects of the elementary course, declamations, essays and select readings.

The object lessons include lessons on objects, form, inventive drawing, size, color, place, weight, sounds, animals, plants, human body and moral instruction.

Second Term.—Teaching in school of practice, essays, select readings or declamations.

ADVANCED ENGLISH COURSE.

Students, to be admitted to this course, must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, natural philosophy, perspective drawing, rhetoric, geometry, essays, declamations, select readings, light gymnastics.

Second Term.—Algebra, book-keeping, elective, declamation, general history, chemistry, select readings, geometry, English literature, essays.

Second Year.

First Term.—Same as the first term of the second year of the elementary English course, including essays, declamations, select readings.

Second Term.—Mineralogy and geology, astronomy (half term), teaching in school of practice.

CLASSICAL COURSE.

Students, to be admitted to this course, must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term.—Algebra, light gymnastics, rhetoric, Latin, geometry, essays, declamations, select readings.

Second Term.—Algebra, Latin, general history or English literature, geometry, essays, declamations, select readings.

Second Year.

First Term.—Latin, astronomy (half term), natural philosophy, Greek or modern languages, declamations, select readings.

Second Term.—Latin, mineralogy and geology, chemistry, Greek or modern languages, essays, declamations, select readings.

Third Year.

First Term.—Latin, Greek or modern languages. Same as the first term of the second year of the elementary English course, including essays, declamations, select readings.

Second Term.—Latin, Greek or modern languages, teaching in school of practice.

DIPLOMA.

Students who satisfactorily complete any one of the above courses receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study that students who have thoroughly mastered the subjects named in the first year of the elementary English course can in two years complete the prescribed English course, or in three years the classical course.

Students possessing the requisite age and qualifications may be admitted to any class on examination; but no person can graduate from any one of the prescribed courses, without passing through the two terms of that course.

CONCLUSION.

Allow me to urge you to use all proper means to extend information in regard to this school, that young persons who possess the

requisite qualifications may be induced to participate in its benefits. Your experience must bear witness that the greatest need of the common schools is the acquisition of more teachers who are thoroughly qualified; and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

NEIL GILMOUR.

Superintendent of Public Instruction.

(X.)

ACADEMIES DESIGNATED BY THE REGENTS OF THE UNIVERSITY TO INSTRUCT COMMON SCHOOL TEACHERS.

Academies designated to instruct teachers' classes during the academic year 1880-81, under the provisions of the statute.

Counties.	Names of Academies.
Albany	Rensselaerville Academy.
Allegany	Alfred University, Acad. Dep't. Genesee Valley Seminary and Union School, Belfast.
Broome	Rushford Union School, Acad. Dep't. Lisle Union School, Acad. Dep't. Whitney's Point Union School, Acad. Dep't.
Cattaraugus	Windsor Union School, Acad. Dep't. Chamberlain Institute, Randolph. Gowanda Union School, Acad. Dep't. Ten Broeck Free Academy, Franklinville.
Cayuga	Moravia Union School, Acad. Dep't. Port Byron Free School and Academy. Weedsport Union School, Acad. Dep't.
Chautauqua	Forestville Free Academy. Jamestown Union School and Coll. Inst. Silver Creek Union School, Acad. Dep't. Westfield Union School, Acad. Dep't.
Chemung	Horseheads Union School, Acad. Dep't.
Chenango	Afton Union School, Acad. Dep't. Bainbridge Union School, Acad. Dep't. Greene Union School, Acad. Dep't. New Berlin Union School, Acad. Dep't. Norwich Union School, Acad. Dep't. Smithville Union School, Acad. Dep't.
Clinton	Keeseville Union School, Acad. Dep't. Plattsburgh High School.
Columbia	Claverack Academy and H. R. Institute.

Counties.	Names of Academies.
Delaware.....	Delaware Academy, Delhi. Delaware Literary Institute, Franklin, (spring and fall terms). Walton Union School, Acad. Dep't.
Dutchess.....	Amenia Seminary.
Erie.....	Angola Union School, Acad. Dep't. Aurora Academy, East Aurora. Griffith Institute and Union School, Springville. Hamburgh Union School, Acad. Dep't. Parker Union School, Acad. Dep't, Clarence.
Essex.....	Sherman Academy, Moriah.
Franklin.....	Fort Covington Free Academy.
Fulton.....	Johnstown Union School, Acad. Dep't.
Genesee.....	Cary Collegiate Seminary, Oakfield.
Greene.....	Greenville Academy.
Herkimer.....	Little Falls Union School, Acad. Dep't. West Winfield Academy.
Jefferson.....	Hungerford Collegiate Institute, Adams. Ives Seminary, Antwerp (spring and fall terms).
Livingston.....	Genesee Wesleyan Seminary, Lima. Mount Morris Union School, Acad. Dep't.
Montgomery.....	Amsterdam Academy.
Niagara.....	Lockport Union School, Acad. Dep't.
Oneida.....	Boonville Union School, Acad. Dep't. Holland Patent Union School, Acad. Dep't. Sauquoit Academy, (spring and fall terms).
Onondaga.....	Munro Collegiate Institute, Elbridge. Onondaga Free Academy, Onondaga Valley.
Ontario.....	Canandaigua Academy, (spring and fall terms). Naples Union School, Acad. Dep't. Phelps Union and Classical School.
Orange.....	Wallkill (Free) Academy, Middletown.
Orleans.....	Albion Union School, Acad. Dep't.
Oswego.....	Falley Seminary, Fulton. Mexico Academy. Phoenix Union School, Acad. Dep't. Pulaski Academy. Sandy Creek Union School, Acad. Dep't.
Otsego.....	Gilbertsville Academy and Coll. Institute. Morris Union School, Acad. Dep't. Oneonta Union School, Acad. Dep't. Unadilla Academy.
Rensselaer.....	Lansingburgh Academy.
St. Lawrence.....	Canton Union School, Acad. Dep't. Gouverneur Wesleyan Seminary. Massena Union School, Acad. Dep't.
Saratoga.....	Mechanicville Academy.
Schoharie.....	Cobleskill Union School, Acad. Dep't.

Counties.	Names of Academies.
Schoharie	Schoharie Union School, Acad. Dep't, (spring and fall terms).
Steuben.....	Addison Union School, Acad. Dep't. Canisteo Academy. Haverling Union School, Acad. Dep't, Bath. Painted Post Union School, Acad. Dep't. Woodhull Union School, Acad. Dep't.
Sullivan.....	Monticello Academy.
Tioga	Candor Free Academy. Owego Free Academy. Waverly Union School, Acad. Dep't.
Tompkins	Dryden Union School, Acad. Dep't. Groton Union School, Acad. Dep't.
Warren	Glens Falls Academy. Warrensburgh Academy.
Washington.....	Fort Edward Collegiate Institute. Greenwich Union School, Acad. Dep't.
Wayne.....	Macedon Academy, Macedon Centre. Marion Collegiate Institute. Red Creek Union Seminary. Sodus Academy, (spring and fall terms). Walworth Academy.
Wyoming.....	Attica Union School, Acad. Dep't. Pike Seminary. Warsaw Union School, Acad. Dep't.
Yates.....	Rushville Union School, Acad. Dep't. Starkey Seminary, Eddytown.

(Y.)

LIST OF SCHOOL COMMISSIONERS IN THE STATE OF NEW YORK.

FOR THE TERM COMMENCING JANUARY 1, 1882.

Counties.	Dists.	Names.	Post-offices.
Albany.....	1.	Samuel F. Powell.....	Coeymans.
	2.	Elias Young.....	Reedsville.
	3.	Thomas P. Heenan.....	West Troy.
		Charles W. Cole (City Supt.)	Albany.
		A. J. Robb (City Supt.)....	Cohoes.
Allegany.....	1.	George E. Ferguson.....	Short Tract.
	2.	Charles W. Wasson.....	Friendship.
Broome	1.	Charles E. Fuller.....	Conklin Station.
	2.	James L. Lusk.....	Union.
		———— (City Supt.)	Binghamton.

Counties.	Dists.	Names.	Post-offices.
Cattaraugus ...	1.	J. Henry Shallies.....	Sandusky.
	2.	Joel J. Crandall.....	Little Valley.
Cayuga	1.	Josiah Gailey.....	Sterling Centre.
	2.	Peter Sutphen.....	Cayuga.
		Benj. B. Snow (Sec. Bd. Ed'n)	Auburn.
Chautauqua ...	1.	Charles H. Wicks.....	Panama.
	2.	Emmons J. Swift.....	Forestville.
Chemung		Charles K. Hetfield.....	Horseheads.
		C. B. Tompkins (City Supt.)	Elmira.
Chenango	1.	Le Roy O. Hayes.....	Norwich.
	2.	Jesse E. Bartoo.....	Coventry.
Clinton	1.	Safford S. Taylor.....	Morrisville.
	2.	Herbert Goodspeed.....	Ellenburg Centre.
Columbia	1.	Amasa P. Lasher.....	Germantown.
	2.	Isaac T. Haight.....	New Lebanon.
		Wm. P. Snyder (City Supt.)	Hudson.
Cortland	1.	Edson Rogers.....	Cincinnatus.
	2.	Jerome J. Woodruff.....	Homer.
Delaware	1.	Perry L. Purdy.....	Downsville.
	2.	R. Hume Grant.....	Hobart.
Dutchess	1.	John F. Schlosser.....	Fishkill-on-Hudson.
	2.	Albert P. Smith.....	Madalin.
		Edward Burgess (City Supt.)	Poughkeepsie.
Erie	1.	John J. Lentz.....	Williamsville.
	2.	Charles H. Ide.....	Eden.
	3.	Gurney O. Dillingham.....	Lawton Station.
		James F. Crooker (City Supt.)	Buffalo.
Essex	1.	Fayette L. Miller.....	Lewis.
	2.	Chester B. McLoughlin.....	Port Henry.
Franklin	1.	Sheldon A. Ellsworth.....	Burke Centre.
	2.	Lauriston M. Berry.....	Westville.
Fulton		David D. Crouse.....	Broadalbin.
Genesee		William E. Prentice.....	Batavia.
Greene	1.	Clarence E. Bloodgood.....	Catskill.
	2.	Lewis Litchfield.....	Norton Hill.
Hamilton		Silas Call.....	Wells.
Herkimer	1.	George F. Crumby.....	Little Falls.
	2.	J. Alonzo Goodier.....	Cedar Lake.
Jefferson	1.	Albert B. Watkins.....	Adams.
	2.	Charles E. Hawkins.....	Antwerp.
	3.	Wareham C. Hill.....	Lafargeville.
		Fred Seymour (City Supt.)	Watertown.
Kings		C. Warren Hamilton.....	East New York.
		Calvin Patterson (City Supt.)	Brooklyn.
Lewis	1.	Royal T. Damuth.....	Constableville.
	2.	Julian H. Myers.....	Lowville.
Livingston ...	1.	Foster W. Walker.....	Caledonia.
	2.	Ezra N. Curtice.....	Springwater.

Counties.	Dists.	Names.	Post-offices.
Madison	1.	G. Newton White.....	West Eaton.
	2.	Chester J. Parker.....	Lakeport.
Monroe	1.	N. Curtice Holt.....	Webster.
	2.	Jeremiah Smith.....	South Greece.
		S. A. Ellis (City Supt.)....	Rochester
Montgomery..		Alonzo Geweye.....	Canajoharie.
New York....		John Jasper (City Supt.)....	New York.
Niagara.....	1.	Cassius W. Gould.....	Middleport.
	2.	Fred J. Swift.....	Johnson Cree
		Arthur A. Skinner (City Supt.)	Lockport.
Oneida.....	1.	William D. Biddlecome.	Deerfield.
	2.	Julius M. Button.....	Deansville.
	3.	Martin W. Smith.....	Rome.
	4.	Jerome F. Hilts.....	Hawkinsville.
		And'w McMillan (City Supt.)	Utica.
Onondaga....	1.	Dudley D. N. Marvin.....	Baldwinsville
	2.	William W. Newman.	So. Onondaga
	3.	Charles E. White.....	Cicero.
		Edward Smith (City Supt.)..	Syracuse.
Ontario.....	1.	John H. Stevens.....	Clifton Sprin
	2.	Gerrit S. Preston.....	Victor.
Orange	1.	David A. Morrison.....	Montgomery.
	2.	William H. Shaw.....	Port Jervis.
		R. V. K. Montfort (City Supt.)	Newburgh.
Orleans		Edward Posson.....	Medina.
Oswego	1.	Clayton R. Parkhurst.....	Scriba.
	2.	Harmon D. Nutting.....	Parish.
	3.	Jay B. Cole.....	Williamstown
		Virgil C. Douglass (City Supt.)	Oswego.
Otsego.....	1.	Theodore L. Grout.....	East Springfie
	2.	Philetus P. Bentley.....	Portlandville.
Putnam.....		James A. Foshay.....	Farmers' Mil
Queens.....	1.	Charles E. Surdam.....	Port Washing
	2.	Edward F. Fagan.....	Maspeth.
		Chas. W. Gould (City Supt.)	Long Island C
Rensselaer ...	1.	Edward Wait.....	Lansingburgh.
	2.	Gardner Morey.....	Nassau.
		David Beattie (City Supt.)..	Troy.
Richmond....		O. Henry King.....	Stapleton.
Rockland....		Thomas W. Suffern.....	Suffern.
St. Lawrence.	1.	George A. Lewis.....	Morristown.
	2.	John A. Haig.....	Madrid.
	3.	Harlan S. Perrigo.....	Potsdam.
		Barney Whitney (City Supt.)	Ogdensburg.
Saratoga	1.	William L. Hoyt.....	Charlton.
	2.	James G. Weeden.	Greenfield Ce
Schenectady .		C. W. Van Santvoord.....	Schenectady.
		Samuel B. Howe (City Supt.)	Schenectady.

es.	Dists.	Names.	Post-offices.
ie	1.	Le Grand Van Tuyl.....	Gilboa.
	2.	Jacob H. Mann.....	WestFulton.
r		Augustus C. Huff.....	Watkins.
		Isaac H. Stout.....	Farmer Village.
	1.	Edgar A. Higgins.....	Cohocton.
	2.	Abner Morrill.....	Painted Post.
	1.	George H. Cleaves.....	Greenport.
	2.	Douglass Conklin.....	Huntington.
	1.	Charles Barnum.....	Monticello.
	2.	Melvin Hornbeck.....	Neversink.
		Leonard O. Eastman.....	Berkshire.
ns	1.	Amasa G. Genung.....	Ithaca.
	*2.	Solomon L. Howe.....	McLean.
	1.	John H. De Witt.....	Saugerties.
	2.	Ethan Parrott.....	Milton.
	3.	Leonard Davis.....	Accord.
		Adam Armstrong, jr.....	Chestertown.
gton	1.	Henry T. Hedges.....	Shushan.
	2.	E. C. Whittemore.....	Middle Granville.
	1.	Edward C. Delano.....	Sodus Centre.
	2.	Daniel Van Cruyningham...	Macedon.
ster	1.	Jared Sandford.....	Mount Vernon.
	2.	Theodore B. Stephens.....	Tarrytown.
	3.	Platt R. H. Sawyer.....	Bedford.
		John A. Nichols (City Supt.)	Yonkers.
g	1.	Irving B. Smith.....	Dale.
	2.	Clarkson A. Hall.....	Gainesville.
		Harlan P. Bush.....	Branchport.

* For term commencing January 1, 1881.

(Z.)

LISTS OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS TO THE STATE SUPERINTEND- ENT OF PUBLIC INSTRUCTION.

ALBANY COUNTY — SECOND DISTRICT.

WILLIAM GILMOUR,

Superintendent of Public Instruction :

- In compliance with the request contained in your circular
of the 10th ult., I would respectfully submit the following state-
ment in addition to my financial and statistical reports heretofore
submitted and filed in your Department.

The second commissioner district of Albany county is formed of

the towns of Berne, Rensselaerville and Westerlo, consisting four school districts and fifty-six school-houses; ninety-four were employed during some portion of the school year, nine licensed by commissioner, one by the State Superintendent were graduates of the Normal School.

During the past year, I have made one hundred and forty visits, generally making two visits per day. In making said visits, I have endeavored to appear to the teachers and school in a kind and friendly manner, and to cause them to feel themselves interested in their educational progress. When I thought advice necessary or proper, I have given it in such a way, and at a time, as I thought would do the most good.

One new school-house has been built during the past year; the trustee has not reported the cost, as it was hardly finished at the time of making his annual report. This building is furnished with neat and comfortable furniture, and speaks well for the neighborhood in which it is located. More of this kind of work is needed, and I hope the time is not far distant in which much of this kind of work will be done.

There are in this district six modern, well-built and well-furnished school-houses; forty-seven are in a comfortable condition, and are entirely unfit for school purposes, being furnished with the four-legged, slab seats, with other things to correspond. It is my opinion that comfortable and pleasant school-houses, with pleasant surroundings, do much to make the disposition of pupils good habits good. In a comfortable and pleasant school-room pupils will be more orderly, and make greater progress in their studies; and the same teacher will be a better teacher, in a better school than he would or could in one that is uncomfortable. The youthful mind is very sensitive and indicates the condition of the atmosphere which surrounds it.

According to the reports of the trustees of the several school districts which compose this commissioner district, the whole amount of money raised and expended during the past year for school sites, fences, outbuildings, repairs, furniture, etc., was \$27,100.

The school-houses and sites of this commissioner district are valued at \$18,037. The assessed valuation of the taxable property in this district is reported to be \$1,364,511. Of the school-houses in this district, two are built of brick, two of stone; the remaining are frame buildings.

The schools are all common district schools (except the Rensselaerville Academy) taught by but one teacher teaching at the same time. The whole number of licensed teachers employed at the same time for at least twenty-eight weeks during the past school year was fifty-six. The number of male teachers so employed, during some portion of the year, was forty-four. The number of female teachers so employed was fifty; making the whole number of teachers engaged in teaching, some portion of the year, in the public schools of this district, ninety-four. These figures indicate a frequent

of teachers. And, in fact, it is a common occurrence for one teacher to teach during the winter and another during the summer term. I am of the opinion that in many instances changes should not be so frequently made.

I have visited the Rensselaerville Academy several times during the past year, and would say it is in a highly prosperous condition, being taught by two eminent teachers. It has had sixty-six pupils in attendance during the past year. Examinations are held regularly under the direction of the Regents of the University; many of the pupils under the stimulus of their new and excellent course of study are vigorously working on advanced studies, having in view the certificates and diplomas offered by the Regents. A teachers' class was again organized for the fall term.

The average wages paid teachers per week for the winter term, including board, was about \$6; and during the summer term about \$5. In thirty-four of the school districts, the teachers boarded around. In twenty-two districts they did not board around. Forty-one districts had but one trustee; one had two trustees; and fourteen had three trustees each; fifty-four districts own the school-house site, and two do not. But one school-house and grounds are separated from the public highway by fence. Fifty one districts are reported to have privies for the use of pupils attending the schools; five are said not to be provided with such a necessity. In all the districts the teachers have verified the registers kept by them. In thirty-nine districts the trustees are reported to have kept a record of their financial transactions in the district books; and in seventeen districts they did not; forty-five districts are supplied with a copy each of the Code of Public Instruction.

There was residing in this commissioner district on the 30th day of September last, two thousand one hundred and eighteen children between the ages of five and twenty-one years. The average daily attendance of children upon the public schools in this district, during the past year, was seven hundred and sixty-two. The whole number of days' attendance upon the schools of this district, for the year, was one hundred and twenty-five thousand and twenty; and the whole number of days taught was eight thousand eight hundred and twenty-eight.

Two teachers' institutes were held during the past year, and successfully conducted by Profs. Post and Kennedy, and Johonnot and Post. I would suggest that the State Superintendent appoint some central place in Albany county, for the holding of all teachers' institutes which are to be held in said county. Otherwise give to each school commissioner the privilege of holding said institute in his district an equal number of times.

During the past year, I have licensed fifty-eight teachers. Of this number, five have first grade certificates; thirty-two have second grade, and twenty-one have third grade. I have in no case granted certificates that will be valid for more than one year after the expiration of my term of office.

As my official term is drawing to a close, it is natural that I should look back to the time I commenced the duties of this office, and compare the schools as I found them with the schools of to-day. In reviewing the past, I can safely report that here in the rural district of Albany county there has been a gradual and steady degree of improvement, both in the condition of the schools and in the general interest manifested in educational matters by the inhabitants of the district.

In conclusion, I can say, after a few days more of official labor, I finish the work to which I have given the best energies of both body and mind for three years. It would be folly for me to say that I have made no mistakes, and yet I can say that, at the time, and under the circumstances, I did what I believed to be just and right, without fear or favor. How well I have succeeded, I leave an intelligent public to decide. I have found many, very many friends, and have formed many pleasant acquaintances among my teachers and others.

The Department has my sincere thanks for the prompt and satisfactory manner in which my communications and inquiries have been answered.

Yours truly,

RUFUS T. CRIPPEN,

School Commissioner.

RENSSELAERVILLE, *November 30, 1881.*

ALBANY COUNTY—ALBANY CITY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have the honor to submit the following report of the condition and wants of the public schools of the city of Albany, based upon the experiences of the school year ending August 31, 1881.

The receipts and expenditures for the year were as follows :

Receipts.

Cash balance on hand September 1, 1880.....	\$76,782 1
Raised by tax.....	150,450 0
State apportionment....	48,552 2
From literature fund, etc., for High School.....	2,603 8
From non-resident pupils.....	1,057 5
From sale of old buildings, old desks, etc.....	1,780 5

Expenditures.

Teachers' salaries.....	\$143,776 20
Text-books and stationery.....	3,121 70
School apparatus.....	92 85
Repairs.....	8,503 19
School furniture.....	303 79
Heaters and stoves.....	1,215 29
Fuel.....	1,314 01
Janitors' salaries.....	6,906 37
Miscellaneous expenses.....	893 78
Salary Superintendent of Schools.....	2,500 16
Supplies.....	2,570 54
Blank books, printing, etc.....	1,587 16
Alteration of school-houses.....	1,032 30
Salary of superintendent of buildings.....	1,500 00
Library.....	1,001 53
Rent of lot.....	200 00
Clerk hire.....	300 00
Gas and water.....	653 50
Erection school-house No. 8.....	8,591 48
Erection school-house No. 20.....	9,047 68
	<hr/>
	\$195,111 53
Cash balance on hand September 1, 1881.....	86,114 74
	<hr/>
	\$281,226 27

The cost of tuition per pupil for the year was :

Based on teachers' salaries and number enrolled ...	\$10 29
Based on teachers' salaries and average membership..	14 77
Based on total expenditure and number enrolled ...	13 96
Based on total expenditure and average membership.	20 06

The new building, which was alluded to last year as in course of erection, was completed, and opened as school No. 20, on the 20th of September, 1881. This building contains eleven school-rooms, and will seat 616 pupils, or 372 more than the capacity of the old building. It is thought that sufficient accommodations have been supplied to meet the requirements of the section of the city in which this building is located, for many years. The total cost of the new structure, including lot and furniture, was \$19,941.68. Its frontage is sixty-six feet ; its depth, eighty-four feet. The arrangement for heating, light and ventilation are based upon approved hygienic principles.

During the past year, the board has begun the erection of a new building to replace old school No. 8. The latter venerable structure, erected in 1838, had been condemned as unsafe, and as it was over-crowded, and was planned in direct contravention of modern

ideas of health, comfort and convenience, it was determined to raz the old school-house, and to erect on the same site one which would be worthy the city and the times.

The work of erection was progressing rapidly at the close of the school year; and it was expected that by the 1st of November, a school building which will worthily represent, in the most complete and most perfected form, the best ideas of the period in school architecture, will be ready for occupation.

Besides this new work, school building number No. 24 was entirely remodeled during the long vacation. The principal change made is that from four large study-rooms, with recitation rooms attached, to twelve rooms with about fifty-six seats each, to be provided over by one teacher. This alteration increases the capacity of the school by sixty-four, giving a total of 672 seats.

There remain still eight buildings of ancient plan and inconvenient arrangement; and it will be the policy of the board to replace these gradually, so that, finally, the small-room plan, found to be efficient, will obtain in every school.

We have fourteen grammar schools, eleven primaries and one High School. We employed last year, 232 teachers, an increase of three. Two hundred and seven (207) of these are women and twenty-five (25) men.

The chief statistics of attendance, etc., for the year are as follows:

Total number of seatings.....	11,85
Total number enrolled.....	13,974
Total average membership.....	9,724
Total average attendance.....	8,986
Per cent. of attendance, based on enrollment.....	64
Per cent. of attendance, based on average membership.....	92
Total number of cases of tardiness.....	12,144
Per cent. of tardiness.....	7
Promotions in primary and grammar schools.....	7,37
Per cent. of promotions in primary and grammar schools.....	7
Promotions to High School.....	27
Graduated from High School.....	7

These figures show the attendance to have been about the same as last year. In respect to tardiness, there has been, however, a marked improvement. The number of cases fell from 24,277 to 12,144 and the percentage from 1.3 to .6. With this result we are well satisfied.

The principal wants of our system may be briefly stated under the three following heads: new buildings as suggested above; Normal and Training school for the preparation of professional teachers, and one or more ungraded schools for the reclamation of neglected and truant children. The first of these wants, a few years

hence, will be, without doubt, fully supplied by the gradual erection of modern buildings.

The establishment of a Normal and Training department has been a mooted theme for several years. It is believed that the board, having become convinced of its usefulness and its necessity, will soon establish this long desired adjunct to our school system, by adding a year of Normal study and practice to the four years' course of our High School. It would be decidedly a work of supererogation for me to enlarge upon the benefits to be derived from such an adjunct. No system of public education is complete, which lacks a training department whence can be drawn a constant supply of well-fitted teachers. Ungraded schools have proven helpful and healthful in many cities. Our city has extended its educational efforts upward in the founding of the High School, an institution which has exerted immeasurable influence in raising and maintaining a high standard of work. It is no less its duty to reach downward and lift up the neglected children, too many of whom are now being educated in idleness and vice, and are preparing for graduation into the ranks of crime. The Compulsory Education Act provides the methods of gathering in the waifs; but it remains for local authorities to put life into the dead letter of a so far inoperative law. Public sentiment is being tested on this subject, and, it is believed, a favorable opinion of its merits is being formed. Reliable statistics, gathered by the police at the request of the board, show that not less than two hundred children are wandering upon our streets, whose parents or guardians care not whether they attend school or not. Is it not high time that the authorities provided the proper means for the instruction of these future citizens? It is almost impossible to keep them in a graded school, even if it were possible to entice them therein. There seems no hope of their rescue from abandoned lives except in a compulsory attendance upon a separate and ungraded school.

A review of the year's work shows gratifying progress on all hands. Our teachers are becoming more and more alert, diligent and enthusiastic; our pupils are regular and punctual in attendance, active and persevering in their studies. Industrious scholars find little time for mischief; so discipline is a matter of little concern to either teachers or taught. While we are far from the goal of perfection, we feel that we have taken some steps forward.

Respectfully submitted,

CHARLES W. COLE,
Superintendent.

ALBANY, December 29, 1881.

ALLEGANY COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I herewith submit the following report :

The condition of the schools for the past year has been marked such improvement as to encourage the friends of education, as I think, will compare favorably with those of surrounding district but they have by no means attained perfection. It is a humiliating fact that the schools do not advance as they ought.

The general idea of what constitutes the proper qualifications a teacher are very vague. Low wages is the one great desideratum and in the eyes of the average trustee the capabilities of a teacher increase in a direct ratio as their wages decrease.

I can only reiterate the statements I made last year in my report in reference to the compulsory education law, and also as regards district libraries.

The reports of trustees are in most cases very defective, and it should in some manner be remedied.

The branches in which candidates are to be examined should be defined by statute, and some provision made for a greater unanimity in the examinations throughout the State.

Regents' certificates while they might possibly be considered a recommendation, should receive no weight in an examination for a teacher's license. There should be certain requirements in addition to the educational qualifications, in the way of a thorough understanding of modern methods of teaching. The State has been very liberal toward those who wish to qualify themselves for teaching and those who do not wish to avail themselves of the opportunity thus afforded should be deemed unworthy of a license. The people of the State of New York, may justly regard with pride and satisfaction their Normal schools, as their influence for thorough and practical instruction is without limit, and they have worked a revolution in the methods of instruction both salutary and beneficial. I have observed with peculiar satisfaction a growing tendency on the part of teachers in this district, to avail themselves of the advantages of Normal instruction, and the good results are observed in a better and more healthy system of instruction.

But little attention has been paid to the sanitary condition of schools, and I find few trustees have made any report as regards the number of children in their districts who are vaccinated, and for those who have reported, I find that the majority of the children are not vaccinated. I think it would be proper and right, and a sound sanitary measure, that children should be vaccinated before entering school.

We have three union graded schools in this district, all under the direction of earnest, capable and efficient teachers ; the one located at Belfast organized a teachers' class for the fall of 1881, and it

teachers who entered the class received such instruction as will be of great and important benefit to them in their future work as educational instructors.

Mr. Cottrell, commissioner of the second district in this county, has been an earnest and faithful worker in the cause of education, and we have been enabled to work together in harmony and with mutual advantage.

In taking leave of the office of school commissioner, I have to thank the Department for the many courtesies I have received.

Respectfully submitted,

GEORGE W. TIBBETS,

School Commissioner.

BELFAST, December 3, 1881.

BROOME COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I submit the following report.

I was appointed to my present position (in place of A. G. Wilson, resigned) last January. Since then I have visited one hundred and three schools, many of them twice, and should have visited every school if I could have found them all; but the territory of this commissioner district is large, much of it difficult of access, and being unacquainted with the roads, I missed a few districts.

Although some schools were found making but little progress, as a general thing teachers were doing their work thoroughly and well, especially those who have attended for any considerable time any of the State Normal schools. I find, through the efforts of my predecessor, the standard of qualification of teachers well advanced, and I feel that it should be still further advanced, but how to do this and keep up the supply of teachers is a problem yet to be solved. I do not think there are in this commissioner district at this time but very few, if any, more licensed teachers than schools. I have been obliged in some cases to license teachers for small schools who did not come up to the required standard because there seemed to be no other way of supplying these schools with teachers. It is becoming largely the practice of trustees to have a spring and fall term of school, and a vacation during the hot weather. I think the practice a good one, and if the school year could be made to commence on the first of August, it would be a great help in this matter.

Prof. B. C. Nevins is principal of the Deposit union free school, with eight assistants, and Prof. H. P. Orchard of the Windsor school, with two assistants.

The thorough scholarship of the graduates of these school attest their excellent management. A new school-house has been built at Kirkwood village, this summer, at a cost of about \$800. Steps have been taken toward the erection of a new and commodious school building at Deposit.

Two institutes have been held, during the year, ably conducted by Profs. Post and Pooler.

I wish to express my thanks to the trustees, teachers and people of this commissioner district for their uniform courtesy, to commissioner Wilbur for the patience with which he has honored my many drafts on his experience and knowledge of school matters, and to the Department for the courteous and prompt replies to all inquiries.

Very respectfully yours,

CHARLES E. FULLER,

School Commissioner.

CONKLIN STATION, November 28, 1881.

BROOME COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I beg leave to submit the following brief report of the condition of the schools in the second commissioner district of Broome county.

I feel gratified to know that there is a marked increase of interest in our schools over that of seven years ago, when I assumed the duties of school commissioner; this is shown by the following comparison of statistics of 1874 and 1881:

The number of teachers employed for twenty-eight weeks or more in 1874 was.....	104
The number of teachers employed for twenty-eight weeks or more in 1881 was.....	120
The whole number of children of school age in 1874 was	5,003
The whole number of children of school age in 1881 was	4,963
The whole number of children attending school in 1874 was.....	4,144
The whole number of children attending school in 1881 was.....	4,364
The average daily attendance in 1874 was.....	2,160.182
The average daily attendance in 1881 was.....	2,314.917
The number of schools or departments where the same teacher was employed throughout the year in 1874 was.....	14
And the number so employed in 1881 was.....	40

the school-houses are in much better condition than they were years ago. Within that time sixteen new houses have been and nineteen houses have been thoroughly repaired, so that were nearly as good as new, and many others have been made portable, and supplied with better furniture and blackboards. A large number of schools have changed from the old plan of one term but two terms in the year to three terms, corresponding in to city and other graded schools.

During the past year, we have held two teachers' institutes, both lectured by Prof. R. E. Post and Prof. C. T. Pooler; they were well attended by a class of earnest teachers, and the instruction of that character to be made useful in every-day work, and it is my opinion that the money spent by the Department in teachers' institutes is of more benefit to our common schools than the same amount spent in any other way.

During the last year, I have examined two hundred and seventeen candidates for teachers' license, and have issued one hundred and forty certificates; eighteen of the first grade, eighty six of the second, and thirty of the third. There has been an increased demand for experienced teachers, and the supply has not been equal to the demand, so that good experienced teachers are receiving better pay this year than for the last five years.

During the year ending September 30, 1881, I made one hundred and sixty-seven official school visits, and found the schools generally improving.

With this year ends my official relations with the schools of the county, I will take this opportunity to thank the many friends who have in many ways shown their sympathy and interest in my work, and assure them that in my successor, James L. Lusk, they will find a competent and faithful officer; and I will here acknowledge my obligations to commissioner Fuller for his co-operation, and to the Department of Public Instruction for its official courtesies.

Very respectfully yours,
S. D. WILBUR,
School Commissioner.

ALBANY, December 1, 1881.

CATTARAUGUS COUNTY — SECOND DISTRICT.

NEIL GILMOUR,

Superintendent of Public Instruction:

— A brief report of the condition and wants of the schools within my jurisdiction is herewith respectfully submitted.

Continued prosperity in business circles has had a good effect upon the schools, and during the past year their condition has been

materially improved; new buildings, repairs, better furniture and more apparatus attest this fact. Teachers are better paid, receive more encouragement and do better work.

During the year just past, four more teachers were employed than during the year preceding. The number of children of school age has slightly increased, but the severe weather last winter and several diseases to which children are subject slightly lessened the average attendance. Patrons and school officers have taken a deeper interest than heretofore, and inquiries for good teachers are more frequent. I can again report an increased number of visits from parents, and where these are common their influence upon teachers and pupils is readily seen. Public sentiment is generally favorable, patrons encourage, and schools prosper, but where few or no visitors' names appear upon the register, the attendance is less regular, people are more harsh in their criticism, and the teacher works at a disadvantage.

Eighteen public examinations were held in the spring, and the same number in the fall, one in each town. Private examinations were granted in exceptional cases, but strongly discouraged for several good and sufficient reasons, one being that my time was fully occupied with other school work. The whole number of applicants has been considerable less than during my first year.

Our educational meetings have been very successful. The institute was held at Ellicottville, the central town of the county, and was well attended. Professors C. T. Barnes and H. Q. Northam did valuable work, which teachers thoroughly appreciated. On Friday evening, Judge A. D. Scott favored the institute with a very able address.

The county association is prosperous, and holds one session annually. Local associations have been held in several towns, and out of them has grown a vigorous district association. At its last session, Prof. C. A. Babcock, of Fredonia, gave a lecture entitled "The Growth of Intelligence," which was so well received that he was unanimously requested to lecture at the next meeting. Other exercises of a higher order were given, and a committee was elected to arrange a course of reading and self-instruction for teachers. Altogether it was a very profitable gathering. The next session will be the county association at Little Valley, December 27, 28 and 29.

Among defects in the present condition of things are the following:

A great variety of text-books which the text-book law in no wise made better; the apportionment of money for library purposes as it is, altogether useless; the division of towns into school districts, rendering necessary a great deal of attention in regard to district boundaries; the imperfect condition in which trustees' reports are transmitted to commissioners.

My whole time and attention have been given to school work, and even then the days have been too few to accomplish what I desired.

The people have everywhere treated me with the greatest kindness.

and consideration ; teachers have been courteous, faithful in the discharge of duty, and ready to render any needed assistance ; the Department has promptly answered my numerous inquiries and favored me in many ways, for all of which I am truly grateful.

Your obedient servant,

JOEL J. CRANDALL,
School Commissioner.

LITTLE VALLEY, *December 1, 1881.*

CAYUGA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — Agreeably to your request for a special report of the condition and wants of the schools under my jurisdiction, I respectfully submit the following :

My commissioner district consists of thirteen towns, containing one hundred and thirty school districts of one hundred and forty-four departments, employing the latter number of teachers, an addition of one department and teacher over last year.

It is my aim to visit each school, at least twice a year, but am sometimes unable to do so. During the last school year, I have made two hundred and forty visits upon schools. One hundred and fifty-five are now holding unexpired licenses given by me ; two hundred and forty-two were licensed during the year, but many were third grade licenses ; six hold license from the State Superintendent, and ten hold Normal diplomas, making the sum of one hundred and seventy-one now licensed. As shown by the annual report, in the great majority of cases, different teachers have been employed for the two terms of school ; hence, it will be seen that we have not a great superabundance of teachers. This is owing to two causes : First, some of the male teachers have engaged in more remunerative business ; and, second, I have raised the standard of examination somewhat.

I am satisfied that thorough superintendence of the schools is very much needed, but it is utterly impossible to fulfill this part of my duty, with the area of territory and number of schools with which I must contend. Under the existing state of things, I think a competent person in each town should be appointed by some power, and with pay, to thoroughly supervise the schools of that town, more than once during the term, and at the same time, the commissioner to visit all he can. Defects in the teacher and school might be discovered, and suggestions made, and better work secured than result from the visit of the commissioners alone.

I cannot see why we should not have a uniform method of examination and licensing, for the latter varies as much as the former.

I see no way to accomplish this except for the Department to take it in hand.

I feel that the work done in the schools during the past year compares very favorably with that of previous years; in fact, many teachers are taking pains to inform themselves upon modern methods.

The percentage of average daily attendance upon the number recorded was 52.91 against 52.63 in the county last year. I find that a hundred and one less children of school age than were reported last year.

I should favor legislation upon a few points: First, a change of the school year to the first of August, which would favor the adoption of the three term system; second, lengthen the time for school to at least thirty or thirty-two weeks. I am satisfied, that while the State and local boards pay for the support of schools during July and August, the returns will not warrant such a wastage of funds besides cruelty to children. About ten per cent. of the schools in this district have adopted the three term system, and the result is more weeks of school, better attendance, greater interest and advancement, and better satisfaction in every way.

The teachers' institute is doing very good work for the teachers and the work is generally indorsed by the teachers and people. We certainly need in every county some Training school for several weeks or more in the year, or, in the place of it, sufficient accommodations in teachers' classes for all *teachers* who desire to attend as well as all who *intend to teach*, and place the classes under Normal instruction as to methods, then require *all* who enter the ranks of teachers to take such a course of instruction.

NORMAL SCHOOLS

are doing a good work in our vicinity; in fact, Normal graduates sought out for the better schools, but the pay at present will warrant spending time for sufficient preparation for entrance to Normal School; that is, students are admitted upon a record which requires, as a rule, very hard work and late hours, to merely prepare the lessons, so that little or no time is left to receive instruction in *methods*, which latter I should term the most essential reason for taking a Normal course.

The schools in the limits of this commissioner's district not directly under my supervision are nearly the same as last year. Howland School as a college collapsed, but I believe a small private school has been kept in the building some part of the year.

Oakwood Seminary, at Union Springs, is an Academy, with an attendance of about ninety, and in a more flourishing condition than a year ago.

Another small private school is reported in Union Springs, besides the one at Howland; both report twenty-seven pupils.

Cayuga Lake Academy, at Aurora, is in a healthy condition, with an attendance of about fifty.

Wells' College for young ladies, also at Aurora, was never more prosperous than now. The attendance is above ninety, taxing all departments to the utmost. Within the year, the late Col. Morgan, of Aurora, has endowed this school with \$100,000 making with a previous endowment, \$200,000.

Dr. Tillotson's private school in Genoa has been closed part of the year, but I think is open now, with a reported attendance of twenty.

Miss H. Hussey's Sherwood select school, in Scipio, has a full attendance, largely of the Society of Friends. Attendance twenty-five.

Prof. H. Curtis' select school at Moravia has an attendance of forty-six, and affords a good opportunity for pupils of both sexes to take special courses of study.

During the past year, an additional select school has been in progress at King's Ferry, conducted by Mr. Smith Murphy, a graduate of Mount Union College, class of '80; the attendance was nineteen.

The discrepancy of my special and general reports on this point of private schools is owing to the very meager reports by the trustees. A large number of trustees entirely ignore that part of the second statistical report relating to compulsory education, for the law is a dead letter.

In closing, I am glad to say that I find, this fall, a greater scarcity of teachers, and a greater demand for good teachers, which, I think, is a favorable outlook for the future of the schools.

Your humble servant,

PETER SUTPHEN,

School Commissioner.

CAYUGA, November 14, 1881.

CHAUTAUQUA COUNTY—FIRST DISTRICT.

Hon. N. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I have the honor to submit the following report of the condition of the schools in this district.

There are in this commissioner district 150 school districts, which employed at the same time for twenty-eight weeks or more 178 teachers.

The number of children who attended school some portion of the year was 6,027, being eighty-four per cent. of the school population. The average length of the school term was 29.4 weeks.

Not a little of my time was used in urging the people to either repair the old school-houses or build new ones. It is sometimes true

that the oldest and most dilapidated building in the district is the school-house, and it is also a lamentable fact that whenever an effort is made to replace it by a new one, the department is asked to set aside proceedings of special meetings held for that purpose.

Those opposed to building rarely admit the fact, but will explain their opposition to the movement by claiming irregularities, illegal voting, an unseasonable time, etc., in order to delay action in the matter. Several districts held special meetings during the year to consider the advisability of building new houses, but only two succeeded in doing it.

CONDITION OF SCHOOLS.

There are four union schools in the district, all of which are in excellent condition. At no time during my term of office has there been such an abundance of good and efficient work done by the teachers in the common schools, as in the year just past. We account for this by saying that teachers' meetings have been regularly held and well attended, and that 140 teachers out of 178 employed in the district were present at the county institute.

We want more teachers' meetings, more associations, more institutes. Diphtheria, scarlet fever and measles prevailed in many localities, which caused many schools to be temporarily closed, and others were prevented from having more than twenty-eight weeks of school.

VISITATIONS.

I have endeavored, so far as possible, to visit all the schools in the district. On these visits I tried to ascertain the kind of work in which the pupils had been engaged, also the manner in which they had performed it. Recitations were conducted by the teacher without any questions being asked, or suggestions made by me until their close.

In this way I was enabled not only to tell what the teacher was doing, but how she did it. Some time was also used in questioning the pupils of each class to see if they had an intelligent conception of the subject-matter.

TEACHERS' EXAMINATIONS.

I held, during the year, twenty-four public examinations, which were usually well attended. The licenses granted were mostly for a short term, for the purpose of having an opportunity for re-examination, at which time I withheld certificates of qualification from those who had made a trial and failed, and in doing this I have met with no little opposition.

I think no one will hold that any person can instruct and properly conduct a school, who has succeeded in answering all the questions submitted at a teachers' examination; yet any deviation on

the part of the commissioner from the plan of asking those questions which test only a knowledge of the fundamental principles of arithmetic, grammar and geography, is condemned at once by rejected applicants and their friends.

If the commissioner has sufficient self-respect to entertain the opinion that it would be better for the schools not to have certain persons licensed to teach them, he is at once waited upon by those aggrieved, which many times include the fathers and mothers of the children to be taught, and gently reminded of the uncertainty of life; and further, that public sentiment will never condone for such gross neglect of official duty.

It is very difficult to make young people understand that special preparation for the teacher's work is necessary before he is allowed to engage in it; that the teacher must have intelligence as well as a knowledge of the subjects taught, that he may be able to comprehend the needs and capacity of the child.

My questions have been partly written and partly oral, and of that character which would enable me to determine more nearly than any other the applicant's manner of teaching. Believing in the old saying that "a man is known by the questions he asks," I have made the ability to ask questions on a given subject a part of the test in these examinations.

I have *tried* to select suitable persons for teachers, yet after having made use of every precaution known to me, I am free to admit that there are some now engaged in teaching who are entirely unfit for the work.

The institute was held at Chautauqua, July 18 to 22, inclusive. There were 184 teachers registered and in attendance most of the time.

The instruction was largely devoted to the theory, science and philosophy of teaching; the primary branches, reading and spelling, occupying much of the time. Instructors Lantry and Johonnot were well received. We shall ask the Department for permission to hold two institutes in a year hereafter.

Thanking the Department for the many courtesies extended, I remain,

Yours very respectfully,

CHAS. H. WICKS,

School Commissioner.

PANAMA, December 1, 1881.

CHEMUNG COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — I was interested, instructed and in some instances surprised

by the various reports made to you last year by the school commissioners of this State.

It was something of a surprise to find so many commissioners whose reports give evidence of intelligent and conscientious devotion to the duties of their office, putting forward, as their most important suggestion, plans to enable them to avoid the political pressure and political consequences connected with their granting licenses to teach. I am about finishing my fourth year of service in this office. I was elected in 1872, and served three years, and was appointed again in December last to fill the vacancy caused by the death of the lamented commissioner Charles Hathaway. I did not desire the office, for I have sufficient other business, but our county judges did not wish to appoint an inexperienced person to the office, as the year would hardly be sufficient to acquaint him with its duties.

I have not in my four years of service found serious trouble from "political influence." To some extent I have had to contend with the attempt to bring "personal influence" to bear, but I have resolutely sought to know the politics of any teacher or school officer, and promptly cut short any attempt to give information in this regard. I think that if the commissioners start out right — appointing teachers for public examinations at the outset, and having all who desire his license to teach understand that under no circumstances can they expect to receive certificates from him without having satisfactorily passed a regular examination — he will have little trouble. He will, at the start, especially in counties where the commissioners have relied on individual and oral examinations, have a great many unequal applicants, but after two or three thorough examinations his requirements will be understood, and he will find fewer of the applicants each succeeding examination lacking in education.

The most troublesome question, it seems to me, is to decide how much importance to give the *education* and how much the *natural ability* and real success in the school-room. This has only to do with deciding the *grade* of the certificate, for all must come up to a fixed standard of proficiency in the common branches. I have much patience with the idea that it is only necessary for the teacher to be a little farther advanced than the pupil he expects to teach. This is a fallacious idea, too common in our country districts. Trustees often state that only very small children are going to attend their schools and it is not necessary for them to have a teacher well qualified. Acting on this theory it was formerly too often the practice to place in our country schools young girls who had had no other advantages than those afforded in these schools they were engaged to teach. The pupil was taken out of one of the seats and placed in charge of the school. Such a course is very rarely successful, and has been pretty effectually broken up in this county. It is now a very rare occurrence for a teacher to teach in the district in which she attended school unless she has had other and better advantages.

In spite of our best efforts to afford opportunity to all the teachers to participate in the public examinations, we generally have to g

much time to single or individual examinations. I wish we could avoid this entirely, for it is a serious waste of time, and at the best such an examination, even though it be written, is not as satisfactory as when a large class is examined. This fall I have been unexpectedly troubled with individual applications. Teachers, who did not expect to teach and who have not taught for several terms, have been hunted out because of the scarcity of licensed teachers. Although annoyed at the frequent applications for certificates since the regular examinations were held, I have found no little satisfaction in knowing that there is room for all the licensed teachers of the county. I never before had so many applications from trustees for teachers, and am pleased to be able to report that generally the trustees are disposed to pay better prices when they feel assured that they are going to get better teachers; at least this is true of the class of trustees who apply to the commissioners. To-day I examined a teacher for a school and gave her a certificate; a week ago the trustee of the same school came to my office with a young girl, and wanted me to license her. After an examination, I refused. He said he did not know where he could procure a teacher. I told him I would agree to find one if he would pay fair wages, but not for the wages he paid last year. The teacher I licensed to-day is to receive \$1.50 per week more than the district paid last year, and she is probably worth far more than she costs as compared with former teachers.

Now in regard to "personal influence," when a teacher comes for examination accompanied by a trustee, or her parents, or some personal acquaintance of mine, I am pretty well satisfied beforehand that she is not qualified; and I do not recall a single instance during the past year, where I have granted a certificate to a teacher thus supported, and I do not feel that I have made any mistakes in refusing them, for in most instances well-qualified teachers taught in the schools where those who were refused expected to teach, and trustees and friends who felt a little grieved at the time have thanked me afterward for my obstinacy.

It seems to me that much that the commissioners say in deploring the employment of *unprofessional* teachers, as regards our country schools, is but little more than silly. Why, the brightest teachers, it has been my good fortune to know, these commissioners would exclude from their schools, and some of the best commissioners our State has ever had would have been ineligible to the office under their proposed regulations. Those ambitious young men, who do with their might whatever they attempt to do, but who have too much mind and worthy ambition to be content with district-school teaching as a profession, often, during the years they are getting their college and professional education, accomplish great good as teachers in our district schools, and occasionally perform valuable service in the office of school commissioner. Many of the most brilliant lawyers, statesmen, and preachers of to-day made a "make-shift," if you please, of teaching school. Their talents, education and worthy ambition were potent influences in the progress of their schools, and in inspiring the young minds under their charge with new desires for learning, and for achieving success in life.

It is also quite fashionable to complain of the young lady teachers, who do not take up teaching as a life work. In cities, where steady employment and good wages are possible and practicable, it is well enough to demand professional teachers, and in all our schools to get specially prepared, and in all cases well-qualified talent; but I would expect as good service from the ambitious young woman, who is full of life and hope, and looks forward to a worthy place in a home circle, as from those who have abandoned all expectations of matrimony, and who become "professional teachers." In my judgment, long service in district-school teaching is an ordeal which but few persons can pass through successfully. The man or woman, with no other means of development, is almost from necessity mediocre. Take two young men of equal ability and education, put one in the school-room, and the other in the law, ministry or active business, and at the end of twenty years, with equal effort, the school teacher is the inferior. Perhaps I should not say this, but it is my candid belief, founded on observation. The teacher deals with undeveloped mind—with inferior forces. He has not the stimulus of competition, and the developing force of constant contact with his equals and superiors.

Then I would protest against the attempt to consign our schools entirely to "professional" teachers. It would be well if we could have more live, ambitious, "make-shift" teachers. Send the young Garfields and Arthurs, and Websters and Beechers into Chemung county, you commissioners who want only professional teachers, and do not confine the office of school commissioner to professional teachers. There are counties in this State where there is not an active teacher who possesses the requisite ability, zeal and ambition to make a good school commissioner. I speak plainly, for my term of office is nearly closed, and I have no desire to repeat the experience, as I could not afford to accept the duties and pay of the office. I believe this office is an important one, and worthy of being filled by men who can command more than an annual salary of \$800 per year. The salary, I am aware, is nominally \$1,000, but the \$200 allowed each commissioner by his county is only to cover expenses, and it is insufficient for that purpose. It may meet the expenses of commissioners who "board around" when visiting schools, and devote most of their time to "visiting." Then I would say that until the salary of the office is raised sufficiently to command a higher grade of talent than can afford to work for \$800 per year, do not interdict it to men who have other means of support, and who will consent to give valuable thought and time to the intelligent and faithful performance of its duties. I would have commissioners, teachers and pupils learn the important lesson that it is not so much the *time* as the *well directed, concentrated thought* they give to their work that accomplishes results. If our teachers comprehend this more fully the small children of our schools would be given more recreation, and compelled to devote fewer hours to study, and they would learn more rapidly.

An excellent teacher in one of the schools in the city of Elmira, a few years ago, found his building so crowded in the primary department that he could accommodate the small children only by dividing them into two classes, each class attending school only one-half of the day. He gave it as his positive testimony that these young

ren made much more rapid progress than when they were kept school the full day. So much more rapid was their improvement within the year the advance to higher grades entirely relieved the city department, and it was again capable of accommodating the series. This he believed was a real misfortune for there was no real sufficient excuse for permitting the small children to attend one-half out of each day.

There is a great deal of *seeming* or *pretending* to do in all classes of school work — from the little child who sits hour after hour with his head before him and his mind intent on mischief, or occupied with thoughts foreign to study — to the teacher who goes through the six months' work mechanically each day, hearing each class on the programme of the commissioner who makes the expected "visits," and makes an ostentatious show of performing the duties of his office without giving thought or care to the service.

Really wide-awake teachers will inspire their pupils with zeal in the pursuit of an education, and kindle in their youthful minds a desire for knowledge which will be potent in shaping their after lives. Such teachers will exert a salutary influence in the neighborhoods in which they teach, and little by little trustees and patrons will be awakened to increasing interest and pride in their schools. I am glad to be able to report that I have in mind such happy experiences for school districts in this county. It should be one of the special aims of the commissioners to exert a healthful and energizing influence in this direction.

Any man who can enlist the public in the work he has in hand is a man of accomplishing much. Realizing the importance of every effort to accomplish this end I have been greatly interested in the "teen's days" in connection with the institute as mentioned by several of the commissioners.

As often occurred to me that some provision should be made to bring trustees out at the institute, and I believe it would be well for the State Legislature to enact that the trustees, who attend their district institute for two days or more, shall be entitled to a fixed allowance sufficient to cover the expense of such attendance, and to, in addition, compensate them for the time given to the duties of their office — say \$10.00. Where there is more than one trustee in a district it would make it the duty of the trustees to agree among themselves as to who should be deputized to attend the institute and receive the allowance, but in case of no selection the one who has the longest unexpired term be authorized to attend. I need not speak of the advantage to come from getting the trustees thus within the reach of the influence of the commissioner, the instructors and the general school influences surrounding the institute. They will readily appear to the mind of the experienced commissioner.

JOINT DISTRICTS.

I have looked in vain through the various reports of the school commissioners for suggestions in regard to joint districts. There may be many and sufficient reasons for the present regulations governing them, but I freely confess I have, as yet, been unable to understand the

CORTLAND COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I shall endeavor to gratify the desire expressed in your circular letter issued to school commissioners, October 20, 1881, for a report as to the condition and wants of the schools under my supervision, by the following :

Without giving a description of my commissioner district as minutely as was done in my report of last year, I would say that my annual abstract of trustees' reports for the last school year shows that there were in my district on the 30th of September last, 3,000 children of school age, of which 2,569 attended school some part of the year with an average daily attendance of 1,365.638. Had no other facilities been afforded me for being informed as to the schools of my district, I could not fail to see by these figures that the responsibility of a general supervision, even in a district like mine, was one not to be regarded as of trifling importance. But a more minute knowledge of the condition and wants of my schools has been reached by my personal observations in them during my rounds of official visitations, which I have made one hundred and seventy-eight visits, devoting in nearly every case one-half of a day to a visit. By this plan of visitation, I have been able to determine with considerable certainty as to the amount and character of the work being done, and to draw words of commendation and encouragement where such words could be fitly spoken ; and in other cases where there were marked defects in the manner of doing work, or deficiencies in the amount being done, to use what influence I might possess for the introduction of approved methods of instruction and discipline, that the ends sought by maintaining schools *right* in every case, as nearly as possible, be attained.

I have found during the past year a rapidly growing tendency among my teachers to put into daily use in the school-room the valuable instructions given at our institutes, full notes of which have been carried away for future use by most of those who have attended them. Some teachers have been found whose knowledge of modern methods (such as are propagated at our institutes and other educational gatherings, and so widely circulated in the many excellent educational publications of the day), is not sufficient to give them confidence that they can successfully adopt them. In most of these cases a disposition to improve is evinced by the numerous questions that are propounded by them on every proper occasion, and the promptness with which instructions are acted upon, when confidence in their successful use is begotten.

It is a fact that is quite generally acknowledged by observing and thinking people, that where the commonly approved methods of today are in use, pupils graduate from the common schools much younger, and with a more comprehensive knowledge of the branches taught, than in former years.

On the whole, I regard the past year as one of progress, when the manner and thoroughness with which school work has been done is

onsidered; and *equally* so when considered in reference to the improved sentiment that is found to exist among patrons and school officers as to the condition and wants of our schools; yet I am aware that we have still numerous and pressing wants to be met, in order to secure the success that is sought.

While I feel a degree of satisfaction at what I judge to be a *gradual*, but steady, improvement in the efficiency of the schools of my district, I am clear in my convictions that there *are*, at least, *five* points within my jurisdiction, where union schools should be organized, by the annulling of some districts, and by so changing the boundaries of others, as to make districts around these central points of sufficient size to furnish pupils enough to admit of thorough gradation; and to include property, the assessed valuation of which would be sufficient to enable trustees to employ teachers of the first rank, and furnish everything necessary for successful schools, without making taxation for the same necessarily burdensome. If these changes could be made, then with the number now attending Homer academy and union school, about one-third of the pupils in my district would be put in possession of facilities for education, the value of which could not well be over-estimated.

I regard the plan of school supervision in our State at the present time to be superior to any that has previously been tested. Yet I am confident that while our system is good, there must be a failure in supervision in consequence of the extent of many commissioner districts in the State, making it impossible for the commissioner, as a general rule, to visit his schools more than once each term, unless his visits be reduced, in time, to a mere call, which, in my judgment, amounts to but *little* more than *no* supervision. To say the least, a supervising officer, in order to exercise a proper supervision, and be well informed as to the condition and improvement in his schools, would be able to visit them *twice* during each term, which cannot be done in a district like mine.

A remedy for the frequent change of teachers in my schools is a conspicuous want, and one which, perhaps, cannot be secured without placing the responsibility of hiring teachers in the hands of a town board, as is contemplated in the "township system."

As I stated a year ago, the want of better school buildings in many districts, and a better supply of school apparatus in most districts must be measurably overcome before our schools can be what it is possible for them to be.

During the past year, for the first time in the history of the county, we have had the benefit of two institutes, though but one took place within the year. The fall session a year ago was held in September, and was the first in time to serve the school year, then so soon to commence. The last days of February and the first of March, a mid-year institute was held at Cortland, and largely attended, though it was decided upon with considerable hesitancy, fearing that an attendance at that time in the year could not be secured. Our instructors were Prof. John Kennedy and Prof. F. P. Lantry, who put in full time and gave us instructions just suited to our needs. Notwithstanding the adverse predictions that were made in reference to an institute at this time of year, I think that it is generally conceded by those who were in at-

tendance, that it was one of the most profitable gatherings of the kind that was ever held in the county. The teachers were regular in the attendance, and diligent in making notes of the instructions given. These gatherings, now held semi-annually, are a potent influence for good, and are coming to be more generally appreciated than ever before. The plan of an eight or ten weeks' institute has been discussed to some extent, and has met with quite general approval, though time and place has been agreed upon, or definite number committed to its support.

Homer academy and union school with an efficient board of teachers, nine in number, under the principalship of Prof. E. J. Pease is doing the most commendable work, and is spreading an influence for good in most towns of my district through non-resident pupils from the different towns, and especially through those who are themselves of the teachers' class which is annually held, and in which much interest is felt and faithful instruction given.

Respectfully submitted,

JEROME J. WOODRUFF,

School Commissioner

HOMER, November 29, 1881.

DELAWARE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I submit the following special report.

The first commissioner district of Delaware county includes the towns, Colchester, Deposit, Franklin, Hamden, Hancock, Masonville, Sidney, Tompkins and Walton, having one hundred and eighty-school districts, one hundred and seventy-one of which have school houses in the county.

Of this number, three are union schools, and one organized under the special act.

The most successful union schools are those located in the village of Walton and Hancock. The Walton school has six teachers, the average daily attendance during the year, of pupils residing in the district, was 320.485 days.

The school at Hancock has three teachers, and the average daily attendance during the year was 129.742 days; the school at Masonville has three teachers with no suitable building at present.

The Delaware Literary Institute located at Franklin is doing work well.

For the school year ending September 30, 1881, there were employed one hundred and eighty-six teachers at the same time twenty-eight weeks or more.

The number of persons between 5 and 21 years of age residing in the district September 30, was 6,948, of which 5,972 attended school.

ing the year, and the average daily attendance of children residing in the district for apportionment during the year was 3,400,968 days. Whole number of days' attendance of pupils who attended school in the district in which they reside, 476,350 ; number of days' attendance of pupils who attended in districts in which they do not reside, 12,482 ; total, 488,832 days. Whole number of days taught, 25,130 ; holidays not taught, 593 ; other week days not taught, 5,108 ; total, 30,831 days. Number of volumes in school district libraries, 3,018 ; value of the same, \$2,698 ; number of districts having book-case for library, 66 ; frame school-houses, 171 ; log, 1 ; stone, 1 ; total, 173. Value of school-house sites, \$9,357 ; school-houses and sites, \$68,272. Four comfortable school-houses were built during the year, making eleven during my term of office ; and I am glad to be able to report several other districts that intend to build next season. There are some things that are discouraging and unsatisfactory in matters relating to our schools ; it is gratifying, however, to observe that there is a constant improvement. We have better school-houses furnished with modern improvements ; the average attendance is increasing ; our teachers are more competent ; and we notice the people seem to take more interest, and are willing to meet the demands made upon them for the support of schools.

I think if there were two grades of certificates granted at your State examination, and all the teachers were required to hold a State certificate, we should have a uniform standard throughout the entire State, while under the present license system we have one in each county. If a teacher fails to pass the examination in one county he will pass into an adjoining one, and if he is successful will teach there, and after holding a few certificates, it is a difficult matter to convince him, or the trustee, that he is not qualified to teach any school. Again, many students join a commissioner's examination, who do not expect to teach more than one term, simply because he comes to their place to hold his examination, and is little trouble for them to attend. These do not, in all cases, make the faithful teachers. Hence, I believe, if all the teachers in the State were required to pass the same examination, we would have a smaller and better class of teachers.

I have endeavored, both by means of examination, and by the visitations of the schools, to raise the standard of teaching ; and the fact that there have been so many teachers who have been successful, leads me to think that this purpose has been largely attained. Although I am obliged to license some whom I believe I should not, in order to keep the smaller schools supplied. Trustees of small districts think they *must* have teachers at a very low price, and wait until nearly all the teachers are engaged, and then ask me to send them teachers, or license some particular person they may have in view.

Our institute was held at Delhi, during the week commencing October 24, under the successful management of Prof. Jas. Jonhnot, and Prof. F. P. Lantry. Three hundred and sixty teachers were in attendance. I am convinced that the benefits derived from a well-conducted institute are of great value to the successful teacher, and we predict much good will result from the instruction given at our last institute.

It is impossible for me to visit many of the schools but once during

the year, the district is so large. I made two hundred and seven official visits in the school-room during the year, and have devoted my whole time to the work, and I trust the standard of the schools in Delaware county will compare favorably with those of the rural districts in other counties of the State. I hope during the next three years much more will be done to elevate the standard and promote the interests of education in this county.

In conclusion, I wish to thank the teachers and patrons of the schools for aiding me in the discharge of my duties, and for their liberal hospitality. I have been treated courteously and kindly by teachers, patrons, school officers, and friends of the schools in Delaware county, for which I am very grateful.

Thanking the Department of Public Instruction for the courtesy and favors extended me during my term, I am,

Very respectfully yours,

GEORGE S. BARTLETT,

School Commissioner.

MASONVILLE, December 15, 1881.

DELAWARE COUNTY—SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your directions, I respectfully submit the following report.

In my report last year I gave a full account of the manner in which I examined and licensed teachers, together with the course pursued by me while visiting schools. I have made no material change in regard to those matters.

I can say that during the past six years there has been a marked improvement in the condition of the schools in this district. Teachers are willing and anxious to adopt the modern methods of instruction as presented by the conductors at the institute.

There are many very small schools in my district, and I can see no way to consolidate them on account of the high hills and mountains and the sparsely settled territory of which the districts are composed. During my term of office, I have formed one school district and annulled one.

As shown by the financial reports of the trustees, there has been a small advance in teachers' wages during the past year.

Five school districts have built new school-houses during the past summer, and I am pleased to say that they are all good substantial buildings.

District No. 7, Davenport, has built a school-house costing \$1,200, and has furnished it with all of the modern improvements, and the trustees are now employing two teachers. They are having a first-class school in every respect.

District No. 16, Delhi, has employed two teachers during the past year.

Joint district No. 1, Stamford, Delaware county, and Jefferson, Schoharie county, has organized a union free school, and the board of education are now employing four regular teachers.

I am pleased with the new method of apportionment, it will give us longer terms of school as nearly every district will now employ a teacher for thirty or thirty-two weeks each year.

You will observe by my abstracts that the number of children in this commissioner district is decreasing each year, but the average attendance is nearly as large this year as it was last. There has been a few more weeks taught during the present than during the previous year.

The institute, held at Delhi, commencing October 24, was a decided success in every respect.

The instruction given by Professors Johonnot and Lantry was of a practical nature, and the teachers who attended the institute can and will teach better schools than they could have done had they not been present. I can safely say that it was the best institute ever held in this county.

You will observe by my second statistical report that the trustees did not report any teacher as attending the institute. This would appear strange if your attention was not called to the fact that there was no institute held in this county between the 1st day of October, 1880, and the 30th day of September, 1881.

During the past year, I have made 209 official visits. Have visited every school district once, and, as shown by my first statistical report, some twice and a few three times. Have devoted the past six years to my official duties; have held public examinations in each of the ten towns of which my district is composed twice each year. Have endeavored to aid the teachers at all times and under all circumstances, and, while there are many things connected with our schools that might and could be improved, I am satisfied that we are making marked progress in the cause of public education.

Thanking the Department for many courtesies, I am,

Very respectfully yours,

JAMES H. McINTOSH,

School Commissioner.

DELHI, November 29, 1881.

DUTCHESS COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In obedience to your request, I respectfully submit the following report of the condition and wants of the schools under my jurisdiction.

You will see by reference to the abstracts for the Department that the number of schools in my district is greater, and the territory larger than ought to be assigned to the supervision of one commissioner.

During the year, I have made one hundred and forty-five official visits, examined two hundred and fifty-three applicants, and granted licenses to one hundred and ninety-seven.

The teachers of this district will compare favorably with those of other districts. A large majority employed are well qualified, as far as intellectual acquirements are concerned, for the positions they occupy. When it is considered, however, what a combination of acquirements are necessarily required to form a successful teacher, it is not to be wondered at that many are in some respects deficient.

The teachers have an association which is a thoroughly live institution. Its sessions are well attended and replete with interest and enthusiasm. Many are not only willing to prepare papers and take part in the discussions, but are eager and anxious to undertake the work.

In the matter of school buildings I have not many changes to report. School district No. 6, in the town of Pine Plains, has an elegant new building presented to it by Mr. Henry Bentley, a former resident. It is 24x36 feet, and is finished and fitted up in the most modern style. A few districts have made substantial repairs, and one or two others have put in new furniture.

A great number of the schools are poorly provided with school apparatus. I would recommend an act compelling each district to provide itself with the necessary school apparatus.

The want of better and uniform text-books is a subject that demands more attention. I am aware that some legislation has been enacted to meet this difficulty, but it has failed to accomplish the end. The number of classes in some schools is truly formidable. Nearly every kind of school text-book published in the last thirty years has its representative in some schools.

Parents and patrons seem indifferent to this state of things, and again I would recommend that an act be passed compelling districts to procure books adapted to the times, and uniform throughout. The State has made such liberal provisions, that the people should be willing to secure for their children the best results for the money expended.

In regard to changes of district boundary lines, I would suggest that they be made from the beginning by the proper town officers, and that the final order only have the signature of the commissioner. It is a source of great annoyance, and full of trials and tribulations.

The teachers' institute held at Poughkeepsie in May last was well attended, and received the full support of the best teachers in the county.

Applicants for certificates to attend Normal schools have largely increased. Though but few of the teachers are Normal graduates, yet quite a number have attended at various times some of the State Normal schools.

A teachers' class has been formed at the Pine Plains Institute. Its principal is a thorough scholar and instructor, and will take great pains to fit such as choose to attend for good and efficient teachers.

Thanking the Department for the many favors received, I am,

Very respectfully,

JOHN F. SCHLOSSER,

School Commissioner.

FISHKILL LANDING, December 22, 1881.

DUTCHESS COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In this, my sixth and last annual report, in looking over the field, I can say our schools are improving from year to year. As is always the case in educational work, the advancement is not rapid, but gradual in its development. It is apparent to those who are familiar with its workings and watch it closely, that our system of education is increasing in interest and efficiency. Much improvement has been made in different ways, especially in the qualifications of teachers. More special preparation has been made by them, more general reading has been done, as well as professional reading, and a wider range of thought has been cultivated.

INSTITUTE.

Our county institute was well attended. We were very ably assisted by Professors Barnes and Post. The good results of the institute were seen in the school-rooms of those teachers who were in attendance. The aim of the institute was to give plain, practical and systematic instruction in the varied work of the school-room, something that was tangible and real, not theory and vision. Those in attendance pronounced it a grand success.

ATTENDANCE.

Almost universally, progress accompanies good attendance, and good attendance promotes progress. It has been my constant aim to improve the schools in this particular. With this view, while visiting schools, I directed the attention of the pupils as regularly to their daily attendance as to their standing in the class. It is, therefore, gratifying to state, that we have constantly improved in this respect for the past few years.

INCREASE OF APPARATUS.

It is gratifying to be able to report progress in this direction.

CONCLUSION.

At the conclusion, I feel that I ought to express my thanks to the Department for so kindly aiding and supporting me in the arduous work required of the commissioners. They have their reward in part, already, in the improved condition of our public schools, whose praise is spread abroad everywhere, and to conserve which they will no doubt put forth their utmost efforts.

Respectfully submitted,

M. W. COLLINS,

School Commissioner.

RHINEBECK, November 21, 1881.

DUTCHESS COUNTY — POUGHKEEPSIE.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your circular of October 20, I would make the following report relating to the public schools of this city.

The total enrollment in our schools during the past school year — September, 1880, to September, 1881 — was two thousand seven hundred and sixty, the average enrollment two thousand three hundred and thirty-seven, and the average attendance one thousand nine hundred and fifteen. As compared with the previous year this shows a falling off in the average enrollment of sixty-nine, and the average attendance of one hundred and nine. Business prosperity diminishes attendance, by the demand which it makes for labor; our schools here have felt this as in other places, and a number of pupils have found employment during the year, who, in a season of business stagnation, would have continued their connection with the school.

The number of teachers regularly employed was sixty-two, including the professor of music.

The whole amount paid for teachers' wages during the fiscal year 1880 was \$24,942.59. The whole amount paid for supervision, janitor rent and all incidental expenses, including extraordinary repairs, was \$8,942.71, making the total disbursements for 1880, \$33,885.30.

It is the practice of this board, as I suppose it is in other places, to supply indigent pupils with books upon a proper requisition. Inquiry is first made by the teacher into the circumstances of the applicant, and if the case is as represented, on the filling out of the proper blank bearing the signature of the parent or guardian, the books are furnished. Fifty-eight pupils were so supplied during the year, and the value of the books was \$63.07. I do not know how this sum compares with the same outlay in other cities, but it seems to me to be quite small. No very extraordinary scrutiny is exercised to prevent fraud, only reasonable precautions, and I am rather surprised at the smallness of the amount. Parents seem to be unwilling to solicit aid, unless distress is extreme, although the teachers exercise every care to prevent the recipients of this bounty from being known to the other pupils. I have no doubt some parents pinch themselves severely to avoid humiliation of making such an application, but this cannot be avoided. At any rate, there seems to be no disposition to impose upon the school by demands from this source which are not perfectly legitimate.

The policy of supplying supplementary reading matter to our schools is still maintained, and with the most beneficial results. We have a number of sets of first, second and third readers together with reading matter which are in almost constant use. When a child finishes the reader prescribed for it in the course of study, the child makes application for a set of some other readers of the same grade which if on hand is at once furnished, a record of course being kept of the transaction. A set consists of twenty books which are found sufficient, one book answering for two pupils. The books, properly covered, are kept by the teacher, and given to the

the class is called upon to read, the new words having been usly written on the blackboard and explained before the exercise . As soon as the reading is over the books are collected and kept rom the children until the classes are again called. The pupils t allowed to read ahead, so that each lesson is fresh and new to

Books treated in this way will last several years, and I can you that our collection, although it is still inadequate to our is prized very highly.

written examinations have been held during the year; this re- ly to those on which the papers have passed through my hands. c these examinations are most useful, the pupils take an un- interest in them, they break in pleasantly upon the school e, and are looked forward to with pleasure rather than dread by pils. The last one, of course, upon which promotion depends, rded with more or less anxiety, but an oral examination would still greater apprehension, and would at the same time afford a iable test of proficiency than the other. I find that this test out the deserving pupils with great accuracy, and that those record has been good during the year seldom fail when the hour t comes.

suffer here as elsewhere from the irregularity of attendance and y. The cases of truancy are not numerous, but even one is to lored. There is no way of reaching such individuals except by forces, and these are generally ineffective. I think that the es- ment of a school for Truants by the State in accordance with ernal plan which has been laid before the Legislature, would be of ervice in checking this evil. In my school report for this year, lowing reference is made to this proposed institution :

excluding youthful criminals, such as are now sent to the of Refuge, and admitting only those whose offense is truancy, nates would be of a less depraved character than those found in reformatories and the greater certainty of their reclamation lle and vicious courses. The very fact that such an institution would do something to check the evil. I am inclined to think one but the very worst cases would persist in their vagrant when they knew that they could and would be sent to place. This plan seems to me the best that has been devised to this trouble, and if this board is of the same mind, some au- tive expression of its opinion should be made and communicated Legislature to influence it to take action in the matter."

not aware what progress has been made toward the carrying his plan, but I think all those interested in the welfare of the schools should give it the heartiest encouragement and support. conclusion, I may say that the educational interests of the en of this city are carefully looked after by the board of edu- , and that the teachers feel the responsibilities of their positions, ideavor conscientiously, and I may add successfully, to meet

Respectfully submitted,

EDWARD BURGESS,

Superintendent.

GHEEPSIE, November 29, 1881.

ERIE COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with the wishes expressed in your circular letter of October 20, I have the honor to submit the following report.

The past year has been one of general prosperity to the schools in this commissioner district, and it has not been slow in manifesting itself in the paying of better wages, and general improved condition of the schools—their supplies and surroundings. The building of five new school-houses; the overhauling of many more, so thorough as to be almost equivalent to the building anew; the replacing of board-seats and desks, with new and elegant improved or patent ones—so comfortable and easy; kalsomining of walls, or papering; painting, etc., by which old, dingy, and almost repulsive prison-houses have been transformed into places of attraction and pleasure.

TEACHERS.

At no time previous to this during this term, have I had even an approximate idea of the number of licensed teachers in my district. To-day I know there are scarce enough to supply the wants of the schools for the ensuing winter. The number of under-normal graduates in employ the past year is very much greater than before, while a goodly number of full graduates have been found to charge of schools. I have had the pleasure of signing many new appointments to the Normal schools this year than ever in a similar year before. These facts may be regarded as a very auspicious and significant omen.

DISTRICT DIFFICULTIES.

With but one exception there have been no district troubles but they have been adjusted to the satisfaction of all parties interested. The exceptional one being a somewhat unique case, I will relate :

Mr. John Rush, of Elma, an honest appearing old German farmer says he formerly resided in school district No. 6; that he was much nearer to the school-house in district No. 2, and also had a small piece of land in the latter district; that near fifteen years ago he solicited commissioner E. Holmes to set him from No. 6 into No. 2, but his request was refused.

He had previously and occasionally since sent to the school in district No. 2, but only upon permit being given by the trustee, and the pay for the tuition of his children. Sometimes permission for them to attend that school was refused. And in one instance, when permission was given, the school becoming very full and over-crowded, it was revoked, and by order of the trustee the teacher discharged them to make room for those belonging to the district, and for that reason only, as I have been informed by the teacher of that winter, Mr. I. Markham, P. M., at Elma.

All this time he believed himself a resident of No. 6, and was so considered by the residents of both districts up to the last year.

when the trustee of district No. 2 laid claim to him as a resident of his district, and assessed his whole property for the building of a new school-house. Mr. Rush thinking him to be incorrect, and having assisted in building a new school-house in No. 6 within two or three years previous, very naturally demurred to the payment of the tax. Upon investigating the subject, I found that just previous to his retiring from office commissioner Holmes did actually issue the order of transferral desired by Mr. Rush, and filed the same in the town clerk's office, which, however, was never copied into the town records, and slept unknown until the lawyer trustee of district No. 2 chanced to run on to it, and being about to build a new school-house turned it to his advantage. Such being the facts, I regarded the case as really one of equity than otherwise, a question not within the jurisdiction of the commissioner, and so advised him to bring an appeal to the Department.

He tells me he was unsuccessful in his appeal, and now very logically wishes to know if he was not a resident of district No. 6, and yet was illegally assessed therein, and paid the taxes in ignorance of their being erroneously assessed. Should the taxes, at least those for building the school-house, be returned to him? I again advise him to appeal, but he has lost faith in the Department, and says he shall consult a lawyer.

ORPHAN ASYLUMS.

In March last Messrs. Calkins and Emory made a protest against the commissioners of Erie county apportioning any school moneys to the asylums of West Seneca, on the ground that they were private and sectarian in character, and therefore such apportionment if made would be in violation of the State Constitution. All propositions to have the same submitted to the Superintendent of Public Instruction for decision were rejected with disdain, they asserting that the Superintendent was a creature of the Legislature as well as the acts by which those institutions had heretofore received apportionments, that this was a constitutional question above the jurisdiction or reach of the Legislature, and all its acts granting such asylums a right to participate in the school funds had been repeatedly declared by the highest courts of the State as unconstitutional and void, consequently the Superintendent's decisions would be valueless. They further threatened us with expensive personal litigation, should we make any apportionment to those institutions.

We, therefore, made a very careful investigation of the decisions to which they cited us, and to our astonishment found therein a wide distinction drawn between the funds referred to in section 1, article 14, of the State Constitution and other school moneys; that while they clearly decided, that no part of the "common school fund" or the "income" thereof, could be given to any other than the common schools, all other school moneys could be disposed of by legislative enactment. They having gone into the papers with their protest, we made a statement of our findings which the papers were also allowed to print.

Calkins and Emory acquiesced in the correctness of the conclusions we reached, by ceasing opposition to apportionment being made to

the St. John's and the St. Joseph's asylums, though they continued their opposition as to the Roman Catholic asylum for destitute children (Catholic Protectory), by procuring from Justice Haight of the Supreme Court an injunction restraining us from making any apportionment to it.

This injunction was argued before Justice Barker of the same court, at the June term, but no decision was handed down until November.

His decision was to the effect that the commissioners were proceeding properly and in strict accordance with the law, and should not be interfered with, and so set the temporary injunction aside. The permanent injunction is to be argued at the February term, but the lawyers tell me that the grounds laid down by Justice Barker in the decision already rendered practically decides the whole matter. Yet as Messrs. Calkins and Emory are entitled to second hearing before its final settlement, we have determined to await all further action until the decision of the permanent injunction is rendered.

COMMISSIONER DISTRICTS.

The first commissioner district of Erie county is very level, and has numerous railroads and main lines of travel running its entire length. That district is wonderfully convenient and well adapted to meet the wants of the school public; while the second and third districts are as ill adapted for the convenience of the public as could well be devised.

Both the second and third districts are from thirty-five to forty miles long, by from only twelve to fifteen miles wide, and extend across every railroad, main line of travel, and range of hills and valleys in that part of the county. To go by public conveyance, rail or stage from one part of either district to the other and return can only be accomplished by a two days' journey.

The second district has one hundred and one, and the third eighty-nine separate schools, and altogether in portions of the year, near two hundred and fifty different teachers teaching at the same time. The supervising of these teachers, formed as these districts are, imposes too heavy a burden upon two commissioners to admit of as numerous and thorough visitations as should be done for the best interests of the schools.

Were these two districts divided into three, by which each should have, respectively, sixty-one, sixty-four and sixty-five schools, the form of each would be comparatively a square, and the work of supervision so modified that each commissioner could easily see every school in his district at least twice in each term, and the more needy ones oftener. Then his visits would be less of a form and more a matter of genuine utility and profit. To accomplish this division, I would throw Aurora with thirteen; Elma, ten; East Hamburg, twelve; Marilla, nine; Wales, ten; and West Seneca, ten schools each, into one commissioner district of sixty-four schools; Boston, eight; Colden, ten; Concord, ten; Holland, twelve; and Sardinia, seventeen schools each, into another commissioner district of sixty-one schools; and Brant, six; Collins, eleven; Eden, twelve; Evans, fourteen; Hamburg, eleven; and North Collins, eleven schools each, into a third commissioner district

which would have sixty-five schools. This would so relieve the labor that ample supervision and visitations could be made each school in each term. Could this change not be made, then I should recommend that the present Nos. 2 and 3 be divided and rearranged as follows: Aurora, Colden, Concord, Elma, Holland, Marilla, Sardinia and Wales be thrown together as one district; and Brant, Boston, Collins, East Hamburg, Evans, Eden, Hamburg, North Collins, and West Seneca into the other. Each commissioner district would then have ninety-five schools, and all the ranges of hills, main lines of travel, and railroads of each district would be in the direction of the longest diameter, and communication from one extreme to the other of either district could be accomplished, and return made the same day by any of the various public conveyances of the section.

SCHOOL LEGISLATION.

Observation and experience lead me to heartily approve of the provisions of chapter 492, Laws of 1881, basing the apportionment for the school year upon a specific number, instead of the number of days school was actually taught. By the new law a premium is actually offered for the continuance of the school for a longer rather than a shorter time in each year.

I cannot speak as well of chapter 223, Laws of 1881, relating to school district boundaries. The probable intent of this law was to harmonize district bounds with farm lines, probably with the thought that it would materially facilitate the assessing and payment of taxes. A policy, not offering any advantages in that respect over the old law, nor in any other that I can see, while in its operation it is certainly very repugnant; because, first, it renders school district boundaries extremely unstable, ever changing with the buying and selling of lands; and second, it often makes the bounds of the school lot, the bounds of the school district, sometimes even absorbing the school lot, house and all, by the resident of a school district buying the lands joining him until it shall embrace the entire land that surrounds the school-house in the adjoining district.

There are many districts in this commissioner district, where now, by reason of this law, were a house built on the land adjoining the school-house, though not ten rods from its door, the children of that house would be denied the privilege of school, and unless they make a journey of from two to four miles would they reach the school to which they now belong.

If the law required that all school acts before passage should be subjected to the Superintendent of Public Instruction for criticism, no such blunder would ever be made.

Chapter 248, Laws of 1878, provides that in districts where the number of children exceeds three hundred, the election of school officers shall be held the day following the annual school meeting.

This is another act which in its practical operation proves very obnoxious to the people, at least in this commissioner district. Since its passage we have had in this district three school districts amenable to its provisions. Of these, two have never paid any regard to it. In the other it ruined the interest in the annual school meeting, and

the election the next day is usually a farce, no interest being taken in it unless some wily person has an "axe to grind." That district is clamorous for its repeal, or to be exempted from its operation.

Many school districts are adopting the plan of an early fall term extending into the winter, and a spring term, with a long vacation through the hot season. This course frees the children in time for berry and pea-picking, and is becoming very popular.

The great objection arises mainly from our present division of the school year at the 1st of October, which occasions much confusion in making up the annual reports of trustees. Many would be pleased to adopt the plan, but for a delicacy on the part of the trustee, or fault finding on the part of difficult persons at the outgoing trustee for hiring a teacher to serve after his term expires. Were the school year to terminate with July, and the annual school meeting to be held soon thereafter, the new trustee would have ample time to consider and make suitable and wise provision for the coming year of school.

UNION SCHOOLS.

We have two large and prosperous union schools, having academic departments, and four years graduating course of study, and are model schools of their kind. Both are annually designated by the Board of Regents as preparatory schools for teachers.

Hamburg Union School and Academy is the elder, and has been under the instruction of a collegiate most of the time since soon after its organization. It graduated four last spring from its fall course. It has a very large library, several hundred volumes, an extensive assortment of philosophical, astronomical and physiological apparatus, maps and charts. It has even gone so far as to purchase a French dissecting Manikin, of the full body, of which much use is made by the class in physiology. It employs from seven to ten teachers most of the time. The inhabitants are very liberal in its support, never hesitating to make any appropriation that may be necessary for its well being; there has just been put in a steam-heating apparatus, at an expense of about eleven hundred dollars, which warms the whole house with the one fire only.

Angola Union School and Academy is well situated upon the M. & Lake Shore railroad, about twenty-five miles from Buffalo, and is very flourishing. It has for some time been in charge of Prof. J. H. Selden, a graduate of the Brockport Normal School. He is an able instructor, and the school is very popular, and employs some four or five teachers in all. It is growing rapidly.

East Hamburg has been quite earnestly agitating the organization of its common school into a union school, and has recently purchased the academy building of the "Friends Institute," a very fine edifice, and it cannot be long now before it will take the next step to-wit: a union school with an academic department.

East Aurora is the marvel. It has two very large school districts in that village, and a fine academy. There has been much discussion of the organizing of a union school, and the absorption of the academy, but though that is a town of much repute for its enterprise having sent forth from its bounds many Legislators, and Members of

Congress, Judges, and even a President, for its old academy was a power, supports two weekly papers, and is constantly doing enterprising things, yet it is said "old money bags" fights the project, and it hangs fire. The academy is in charge of Prof. L. W. Lake, a graduate of Buffalo Normal School, who is a very popular and successful teacher.

TEACHERS' EXAMINATIONS.

All my experience confirms me in the opinion and belief that written examinations in the main are a far more satisfactory test and more beneficial than oral. My certificates are printed with the following curriculum of studies on the stub margin, which enables me to mark the candidate's standing in each study on the certificate, and also keep the record on the stub. Phonics, orthography, spelling, reading, penmanship, geography, arithmetic, grammar, history, algebra, civil government, physiology, use of globes. My questions are studied with great care that I may secure, in the main, those that will admit of direct, concise and positive answers, and being placed before every teacher, places them all on a level from their written and oral answers. With time, perseverance and care you are enabled to correctly mark their standing. This course has always proved very stimulating, and where a teacher found himself poor in a point it would soon spur him up to new efforts in that direction.

This course imposes a vast amount of labor upon the commissioner if he examines the papers with a conscientious critical eye. But though it usually required of me from one to two weeks of extra work, I always felt amply repaid in witnessing the general improvement made, and the desire shown to have the standing ported.

DISTRICT LIBRARIES.

In but few districts is the library money expended for the purchase of books, yet for the sake of those few, I would not have the library fund diverted from its legitimate purpose. In many districts the inhabitants are still poor and unable to provide themselves with libraries. This fund comes to their assistance, like a friend in need, furnishing intellectual food for the young and old. I do not believe it is right to divert this appropriation from its legitimate purpose; but to insure its proper expenditure, it should be apportioned only to those districts where the same is expended for approved books for the library, and to insure correctness, each district should specify the title, author and cost of each purchase in the annual report to the commissioner. All other districts should forfeit their shares.

TOWN TAXATION.

Although the law giving a town the power to raise money for school purposes is spoken of in the School Code 1879, page 767, as "not having any thing more than a speculative value," etc., the inhabitants of Hamburg do not so regard it, but to the contrary, look upon it as a practical matter, and under the power it confers, raise from one to two thousand dollars annually. I notice that several commissioners report some of their towns doing likewise.

The sum thus raised in Hamburg with the State appropriation nearly or quite relieves most of the districts from any tax for teachers' wages.

TOWNSHIP SYSTEM.

Having in former reports expressed myself quite fully respecting the advisability of managing the schools of a town as a unity and under the control of one board of trustees, I will not prolong this report further than to say that, from an experience of more than thirty years, as pedagogue, town superintendent, school trustee and school commissioner, I am more and more confirmed in the belief that a township system of school management would insure a greater success and profit to our country schools than any other course.

The schools of Grand Island and the managing of ten of the schools of Clarence, in both instances as a unit under the control of a single local board, are admirable illustrations of the satisfactory working of this plan, and in the matter of paying all the teachers of the town by a general tax, the continuous raising of a town tax for that purpose, year after year, by the town of Hamburg, is an unanswerable argument in its favor.

SCHOOL COMMISSIONERS.

Under the present law, the school commissionership is open to an aspirant regardless of attainment or fitness, if he but has a sufficient of Guiteau egotism and the craft to strike a log rolling, "you tickle me and I'll tickle you" bargain with political wire-pullers.

The evils of such an open field have often been set forth by the commissioners throughout the State, and are so apparent as to require no more than mere question.

Certainly, the call for making some specific acquirements and experience a prerequisite of eligibility is just and wise, and I hope the Legislature may soon put the same into practical form and effect. I deed, I would go further, I would elevate the office above the slur of politics, where the freedom of beer and the lying craft of the political demagogue, rather than worthiness or merit, too often determine the result, and make it a direct part of the educational department, appointed by and directly responsible to the Superintendent of Public Instruction, or adopt the Pennsylvania method and have him elect by a convention of the trustees of the commissioner district.

The school system of New York with a full amended improvement is a grand model worthy of imitation by any State in the Union.

In closing this, my final official report, the last I shall ever make to the Department, I wish to return sincere thanks to Superintendent Gilmour and his efficient deputy, Mr. Keyes, for their uniform kindness and courtesy on all occasions, and trust they may long retain in the position they now so honorably and worthily fill.

I have the honor to be,

Yours obediently,

GEO. ABBOTT.

School Commissioner.

HAMBURG, December 20, 1881.

ERIE COUNTY — THIRD DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—I have this day sent you by express my abstract of the reports of trustees. In addition to this tabulated statement of the condition of the schools under my care, in compliance with your wish, I will state some of the results of my observations, made during my personal visitations of the schools.

I find a most gratifying condition of progress in the schools. The average attendance has increased each year by a large percentage. It is, in all cases, the largest where there are the best schools. I am convinced that the best and most practicable way to secure the attendance of children is to teach them better. There was one school in my district last winter which numbered forty-five scholars, and had an average attendance of over forty. The sole influence that kept the scholars in school so steadily was that they were well taught. The school was made interesting to them. The parents said that when they wanted to keep the children at home for any purpose, they had to tie them up. Where poorer teaching is done, there is a falling off in the attendance.

The best teachers are adopting the new and improved methods. They are doing so much better work than those who follow, like dray horses, the old ruts, that wherever the people care for good schools they are in demand. I notice that the best and most successful teachers are those who attend the institutes. My observation does not allow me to say the best teachers attend the institutes ; but those who attend institutes are the best teachers. Good teaching is the effect of attending the institutes.

I have formed friendships and attachments with the teachers, scholars and patrons of the schools in my district that I shall long cherish in my heart. The remaining two months of this year will close my connection with this work. I can honestly say that I part with this work with regret. Only a strong sense of duty in another line could have led me to refuse to allow my friends to use my name in the candidacy for another term.

Permit me to say that I am profoundly thankful for the courtesy and kindness with which I have been uniformly treated by the Department.

Your obedient servant,

JOHN A. WELLS,

School Commissioner.

GOWANDA, October 20, 1881.

ESSEX COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with request, 1. I state my purpose as commissioner; 2. Result; 3. Some obstacles; 4. Needs.

I thought it my duty as commissioner to know that teachers themselves knew the subjects to be taught, to know that they not only knew how to teach those subjects in a rational way, but that they actually did teach them. I thought, too, that it was my duty while rejecting those teachers whom I thought to be too ignorant, to hold out encouragement to all those who would seek to find the required knowledge. I required written examinations, thinking it the best way to find out facts, and the best way to find out one's methods of stating them. I further sought by such an examination to break up a prevailing tendency, to count partial statements as perfect statements, and to say something about a thing rather than clearly give what was required.

I visited their schools to see if they actually were doing what they knew how to do. I first sought to have them know what they wanted to do, and how they wanted to do it, then to *actually* do it. I am aware that my examinations drove them to a more careful review of subjects to be taught, to be more accurate in their statements, and to find out that most of their teaching had been carried on in a *haphazard* way without even method or clearly defined result to be obtained. I met with some opposition at times. An all-day or ever longer examination (in place of two hours for examining and filling out blank certificates), requiring history, civil government, and dis-critical marks to be added to the old time subjects (arithmetic, grammar, geography, reading and spelling), and the worst of all to give or state how you teach the different subjects, such addition, with a written examination, was to many a great innovation, and when the result of such an examination was cutting off one-half or more of the applicants, and too, when a plea of poverty on the part of both district and would-be teacher would not be counted as equal for licensing purposes, as a show of scholarship, then they knew it to be an innovation which would ruin districts financially or leave them barren for want of teachers.

It took time to change such fears, or remove them.

Good scholarship may be obtained by examinations, but a uniform way of teaching, a carrying into effectual practice a certain method, is constantly being checkmated by the rotation of teachers,—teachers who know that the Department, or any other person or persons have no power to compel them to teach only as they choose. Some teachers have caught at suggestions made at institutes and teachers classes. They strive to work as directed; others know nothing and care to know nothing except what has been handed down by their former teachers to them. Should a commissioner dare to refuse to license except as they follow the lessons or methods given at insti-

tutes and teachers' classes, he would be declared an *autocrat*, assuming power where he had no right.

The great needs of to-day (in this commissioner district) are some clearly defined methods, uniform standard which shall run through every commissioner's term, with sufficient enforcing power, and some way provided to require better attendance. One great object to attendance is the tendency to run country schools through July and August. I again ask that the school year be made to close in July, so as to cut off those long, hot, barren terms, and to compel schools to be commenced and held through the months of September, October and November, which now are used by most districts as a vacation time.

I need not tell you that threats are held over the heads of commissioners. You know that their office comes often not by the result of the desire of those who care for schools; but as having been thrown into the *hopper* of politics, it came out on the top line of the slate.

Many have been hoping that you would suggest that a law be passed authorizing the county judge to appoint or recommend, and the board of supervisors of towns in the commissioner district to confirm said appointment. When we think as commissioners, what we will do, we do not always remember that we are helpless without the patrons of schools to hold up our arms. I can gladly state that my efforts in trying to raise the standard of teachers and teaching have been seconded by the school men of my district. My teachers who have failed in examinations have, most of them, come to my rescue by eagerly seizing their books, seeking high schools, teachers' classes and institutes. And to you and the Regents I am thankful for good conductors of institutes and for a teachers' class located at Moriah and Elizabethtown. Those institutes and those classes have often given us the needed shoulder to enable us to get our load out of the mire of ignorance at a time when our team felt weakened and discouraged. There are many honest working teachers, some drones. I believe I have sent eighteen names to you as seekers for appointments to Normal schools.

In this, my last report to you as commissioner, I can say that all of my anticipations have not been realized. I hope that a more perfect system meeting with sympathy may be the result of the future work of commissioners and teachers of our county, every good effort finding a warm friend and helper in your Department. I remain,

Your obedient servant,

L. B. NEWELL,

School Commissioner.

WESTPORT, December 14, 1881.

FRANKLIN COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request contained in circular of Oc-

tober 20, I have the honor of submitting the following report of the condition and needs of the schools under my supervision.

I think I may say the schools, as a rule, are in a healthy and vigorous condition. Better work is being done by the teachers; the old routine process of teaching gradually giving place to the more modern and improved methods. These methods meeting with greater favor, and less opposition among the patrons of schools, as they become better known to them.

Comparing the average attendance of last year with this, I find there has been an increase of one hundred and twenty-seven, notwithstanding there are eighteen less pupils reported as residing in the districts. This increase is largely due to the increased interest and attractiveness apparent in a large number of the schools.

A large percentage of the old teachers awaking to the fact that there are improvements in the art of teaching as well as in other professions, and that there is a demand for the *progressive* teacher, have clambered out of the rut in which they have traveled so long, and are seeking to better fit themselves for the work; while others, too near dead to be resuscitated, have quietly dropped out of the ranks and given place for those more competent.

Three years ago, on entering upon the duties of this office, I found that an educational journal was a thing almost entirely unknown to the teachers in the rural districts, and that a work upon the art of teaching was, in their opinion, designed for teachers in high schools and academies only. They seemed to think that new theories were not, in any degree, adapted to the work in the common schools. I at once set to work to correct this wrong impression, and if possible to bring about a better state of things. I am pleased to say my efforts have not been in vain. Not only are fully one-half of the teachers in this district subscribers for some teachers' journal, but many of them have purchased books treating upon the subject of teaching.

During the past year, fifty copies of De Graff's School Room Guide have been purchased by the teachers in this county — most of them by teachers in this district. Besides these, many other books treating upon penmanship and the natural sciences are found upon the teacher's table.

Penmanship had almost entirely ceased to be taught in the rural districts. It was not a rare thing to find young men eighteen and twenty years of age who could not write their name legibly. Now I believe every pupil, large and small, is taught to write. A stated time is set apart each day for this purpose. In the study of grammar, geography, history and civil government and in learning to spell, much written work is required of the pupils, which gives them almost constant practice.

SCHOOL-HOUSES.

Five new school-houses have been built during the year. Two others are now in process of building, one of which is nearly ready for use. Many of the old ones have undergone thorough repairs, some of them having been re-seated with patent seats; still the condition of a large number of school-houses in this commissioner district is deplorable.

INSTITUTE.

Our teachers' institute for this county, held, commencing October 10 and closing October 14, was a success in every sense of the word. The attendance reached one hundred and thirty-seven, notwithstanding the unfavorable time it was in session (it being the week of annual school meetings), and in point of interest it was all that could be asked for. The conductors, Professors Post and Johannot, are gentlemen of character, culture and ability. The simple and comprehensive manner in which subjects are presented by them clearly evinces their fitness for their work. The work done and methods used were thoroughly practical, and we are confident that the new ideas obtained by teachers, if incorporated into their work, will give new life and vigor to our schools.

ACADEMIES AND GRADED SCHOOLS.

Franklin Academy and Graded School.—The past year has been one filled with trouble for these schools and also encouragement. On Christman Eve, the academy and central building was burned to the ground. It had been built at a cost of \$40,000.

At first the loss seemed to forebode a delay in school work. Without the loss of a day, quarters were found for the academy and ninth grade in the lecture-room and vestry of the Baptist church, while the doors of the Methodist vestry were opened for the eighth and seventh grades. The use of the armory was obtained from the county after a little delay, and the first division of the sixth, fifth and fourth grades found a temporary home there.

Books of reference, text-books and school apparatus were among the things that had been. New books were at once purchased by direction of the board; some of which were sold the students at a low price, and others were loaned to them. The loss of these books, by fire, has led to a new order of things, viz.: The board now own a large number of text-books, and as the importance of this move becomes apparent they will, it is hoped, own all the text-books used.

With respect to the academy, two facts have been noticed during the year; the large increase in the number of Regents' scholars, and in the number of non-resident pupils attending the school. The Normal course bears fruit in this, at least, that the demand for teachers throughout the county, from the academy, is so far ahead of the supply as to raise the wages offered in many cases.

GRADUATES.

Five graduated during the year; two are teaching in the far west, two at Hamilton College, and one has charge of one of the most important graded schools in the country, that of Saranac lake.

LIBRARY.

The library was moved, in part, before the fire, but lost seven hundred volumes. This has been compensated for, by a purchase of six hundred volumes, which gives a total of over nineteen hundred volumes in the library.

LIBRARY BUILDING.

Mrs. S. C. Wead is now erecting a beautiful and elegant library building, which is already the pride of the town. It will cost upwards of \$20,000, and will be capable of holding 25,000 volumes.

ACADEMY BUILDING.

The zeal of the people of Malone for the cause of education may be seen in the beautiful building that is replacing the one burned. It will in point of beauty of structure, and of utility, be one of the finest school buildings in the State.

GRADES.

The best feature of the graded school of Malone is its method of superintendence and control. Miss Sarah L. Perry is placed by the board in charge of all the grades, and her whole time is given to that work. Under her care the work in every grade supplements the work in other grades, and the whole is carried on with perfect precision. Each teacher performs the work required of her, while any new idea in the educational world is carefully considered, and if suited to the wants of the school, is adopted. It is not enough to say that her work makes the school a complete whole.

SUPPLEMENTARY READING.

Sets of books, owned by the board, are placed in the schools so as to give great variety, and something new all the time. Combined with the "sentence method" the use of supplementary reading makes a nearly perfect system of instruction.

GRAMMAR.

We find that the change made last year, in placing text-book work in grammar, only in the grades of the grammar school, has worked to the advantage of the schools.

SPELLING.

We notice great improvement in spelling. No lists are used, the work is taken direct from the reading lessons.

KINDERGARTEN.

Kindergarten work has been introduced into all the primary schools and has proved productive of great good in holding the attention of the younger pupils and in giving them a love for all school work.

CHATEAUGAY ACADEMY.

The application to be received under the visitation of the Board of Regents was made last June, and the charter granted in July. This school consists of four grades or departments, viz., the primary, intermediate, grammar school and academic department. Notwithstanding it is just in its infancy, it shows unusual vigor and growth.

Prof. H. W. Hill is placed in charge of the school, and its present prosperous condition is largely due to his earnest endeavors and untiring zeal.

SCHOOL BUILDING.

The fine brick structure situated upon a beautiful common in the south-east part of the village speaks volumes for the liberality of the people and their zeal for the cause of education.

OUR NEEDS.

Among the thousand and one things we need we will mention only a few that seem to be most urgent.

We need a change in the system of employing teachers, if by such change the better class of teachers can be placed in charge of our schools, and the practice of migrating every six months abolished.

We need some better method of grading the schools in our rural districts. In nearly all of these districts we find more or less pupils using books and reciting in classes far too advanced for them. The parents (many of them very ignorant) and the children themselves, assume that they have the right to dictate as to the course of study pursued, and the text-books used.

We need to have our schools supplied with reading books better suited to the capacity of the pupils, especially the younger children.

We also need better blackboards and more of them; maps, globes, charts, etc., for the use of the teacher.

Last but not least, we need to have the same care and attention given to the duties of the office of trustee as men ordinarily give to their own private matters.

If these wants were supplied, our schools would very soon take a different aspect.

Thanking the Department for its many favors, and you for your kind forbearance, I am,

Very respectfully yours,
S. A. ELLSWORTH,
School Commissioner.

BURKE CENTRE, November 29, 1881.

FRANKLIN COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The abstract of trustees' reports having been completed and forwarded, I take pleasure in making this special report of the condition and wants of the schools in this district.

Since the date of my last special report, a new town has been formed in this commissioner district, by cutting off the south part of the town of Dickinson, and has received the name of *Waverley*. Within

its limits are included all the districts heretofore reported under the name of Williamsville, making nine towns in this commissioner district instead of eight as heretofore.

For the year ending September 30, 1881, there were reported in this commissioner district sixty-five less children of school age than in 1880. The average daily attendance is twenty more than last year, and there is a growing interest manifest among the masses in regard to schools, and the best methods of instruction.

This fall I have received more visits and communications from trustees, asking advice in relation to teachers suited for their locality, than during the whole term of five years previous.

This may be attributed to two causes: 1st. The country schools begin to appreciate a better class of teachers. 2d. There were not teachers enough licensed this fall to supply all the schools, and the deficiency has been made up by selecting students from the academies at Fort Covington, Malone and Lawrenceville. Those who have attended a teachers' class being preferred.

METHODS OF TEACHING.

The discussion as to the best method of teaching beginners to read is exciting general interest. The one fast gaining ground is the "sentence method," as taught in the grade schools of Malone, in this county, under the personal supervision of Miss Sarah L. Perry, superintendent of grades. Miss Perry was connected with the schools at Binghamton, at the same time Professor Farnham was laying the foundation of the system. Like every other departure for good, it has met severe opposition, but as its fruits develop, a growing confidence in its merits is plainly manifest. With us it may be said to have passed its experimental stages, and has been recorded in the history of methods as a step forward.

FORT COVINGTON ACADEMY.

This institution is supervised by a local board of education, composed of practical business men, under whose care it is gaining strength from year to year. Their teachers' class is deserving of especial mention, and has contributed largely in furnishing the schools of the commissioner district with good teachers. Their village grade school in all its departments is thoroughly systematized and efficient, the teachers using the most approved methods, the "sentence method" for beginners the one approved and adopted.

TEACHERS' INSTITUTES.

The institute work done in this county has left its impress for good. In my opinion there is no one thing that has done so much to systematize the work of teachers, and correct errors in our common schools. In visiting the schools of those teachers who have made it a point to attend institutes, I find a marked advance in the efficiency of their work. In my examinations, the fact of a teacher having, or not having attended an institute may decide the grade of his certificate.

The masses of the people begin to appreciate their worth. They are held in favor by all.

WANTS OF OUR RURAL SCHOOLS.

b. A more permanent system of supervision. The township system something better.

l. A *continuation* of an equitable apportionment of the public money.

The schools situated in our large villages and cities are under the supervision of boards of education or superintendents. This permanent and substantial supervision has given them a standard of excellence of which we are justly proud, while the strictly rural districts are practically without any efficient supervision.

The present trustee system with its annual change of officers, and in most cases its semi-annual change of teachers, is just as uncertain as resulting in good, as would be the probabilities of an ocean steamer arriving at a given harbor, by each day changing commanders whose interests lie in different points of the compass.

It is a well-established fact that all improvements for the good of common schools has arisen in those localities supervised by boards of education or a superintendent, while those districts under the supervision of trustees are working their uncertain way far in the rear, and very frequently is found in the school two methods of instruction, alternately accepted and rejected as may suit the judgment or caprice of the successive trustees in power. And this undue blending and alternating of those two methods materially impair or even destroy the efficiency of both, and keeps the mind of the child in a constant state of uncertainty, which as often results in positive injury as in any good.

In view of the above facts, and as there has, within the past few years, been important changes in the methods of teaching primary schools, there seems to be (more than ever before) a *necessity* in the law, requiring the passage of some act that will place those schools under more permanent supervision.

APPORTIONMENT ACT, CHAP. 492, LAWS OF 1881.

By this act the average attendance quota of public money to which each district is entitled is obtained by dividing the whole number of days of attendance by 140, instead of (as heretofore) dividing by the whole number of days the school was in session during the school year. I do not understand this enactment will affect the amount of public money apportioned by your Department to the several cities and counties of the State, but it may materially affect the apportionment to different commissioner districts in the same county, in favor of the commissioner district having within its bounds large villages and well-attended schools, and again in the same commissioner district. The larger villages and favored localities where a school can be held in session forty weeks during the same year has a decided advantage. In the strictly rural school in the poorest commissioner district of the county is called upon to surrender a portion of its public money directly to the more-favored and wealthy schools, situated in the larger commissioner districts of the county, and then a second contribution to the large villages of its own commissioner district. Thus, the poorer districts holding from the poorer districts a large per cent. of the public

its limits are included all the districts heretofore reported under the name of Williamsville, making nine towns in this commissioner district instead of eight as heretofore.

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The masses of the people begin to appreciate their worth. They are held in favor by all.

WANTS OF OUR RURAL SCHOOLS.

1st. A more permanent system of supervision. The township system or something better.

2d. A *continuation* of an equitable apportionment of the public money.

The schools situated in our large villages and cities are under the care of boards of education or superintendents. This permanent and substantial supervision has given them a standard of excellence of which we are justly proud, while the strictly rural districts are practically without any efficient supervision.

The present trustee system with its annual change of officers, and in most cases its semi-annual change of teachers, is just as uncertain of its resulting in good, as would be the probabilities of an ocean steamer arriving at a given harbor, by each day changing commanders whose interests lie in different points of the compass.

It is a well-established fact that all improvements for the good of our common schools has arisen in those localities supervised by boards of education or a superintendent, while those districts under the supervision of trustees are working their uncertain way far in the rear, and very frequently is found in the school two methods of instruction, alternately accepted and rejected as may suit the judgment or caprice of the successive trustees in power. And this undue blending and alternating of those two methods materially impair or entirely destroy the efficiency of both, and keeps the mind of the child in a constant state of uncertainty, which as often results in positive injury as in any good.

In view of the above facts, and as there has, within the past few years, been important changes in the methods of teaching primary schools, there seems to be (more than ever before) a *necessity* in the case, requiring the passage of some act that will place those schools under more permanent supervision.

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money they had been accustomed to receive, and paying it into the pockets of the rich. This method of apportionment would be equitable and just if all the districts in the county were surrounded by equally favorable circumstances, but the facts show an entire different state of things. From the report of the Department of Public Instruction for the year 1880, the average length of school terms in the cities was 40.5 weeks. In the towns, 33.5 weeks. The average length of schools in the rural districts of this commissioner district for the year 1880, was less than 29 weeks.

This difference, between 33.5 and 29 does not correctly represent the advantage gained by village and grade schools of 40 weeks session over the rural districts, as the computation necessary to produce the 33.5 weeks includes all the rural districts with the village schools, but a result approximately correct is attained by comparing 40 with 29, or more specifically, if we take the whole number of children attending our village schools and compare them with an equal number attending the rural schools, under the old system of apportionment, each would receive 50 per cent. of the whole amount apportioned. Under this new act the children of the village schools receive 58 per cent., and the rural children 42 per cent. of the attendance quota.

The foundation of this unjust apportionment seems to arise from the fact that those centers where the wealth of the county is concentrated are so situated that they support a longer term, and give their children the advantage of a school carefully supervised and equipped in the most thorough and efficient manner.

The rural districts are fully supervised, and extend over broad tracts of country. The inhabitants are largely made up of small farmers on whom the burden of taxation rests heavily. The children have to walk long distances to school. During the drifting snows of winter and the mud and rain of spring and fall, many of the schools are not in session, as the children could not reach them without undue exposure, and from the necessities of the case, they are obliged to accept shorter terms, harder work and poorer accommodations.

In the best interest of our common schools and in the name of simple justice, we must earnestly pray your Department to lend your aid in the repeal of this act should any move be made in the Legislature for that purpose.

This is probably my last official report to your Department, as my term expires with the present year, Dr. L. M. Berry, of West Constable, having been elected, and it gives me pleasure to leave the oversight of the schools in the care of a gentleman every way fitted for the position.

In retiring, allow me to express to your Department, and more especially to you, personally, my thanks for the cordial support you have ever extended to me in my official labors, and for the prompt and cheerful response to all my many inquiries during the past six years.

Very respectfully yours,

D. D. D. DEWEY,

School Commissioner.

MOIRA, December 5, 1881.

FULTON COUNTY.

EIL GILMOUR,

Superintendent of Public Instruction :

I submit the following very brief report in relation to the of Fulton county.

schools of this county have been in session for twenty-eight more during the past year, except No. 27, Johnstown; No. hampton, and No. 7, Stratford.

7, Johnstown, is a new district, formed in 1878, comprising a ritory of unvaluable land, and containing about sixty children l age. They have had no school, for the reason that they school-house, and are too poor to build. Unless something o revive the school during the present year, I shall annul the and divide it among those adjoining.

2, Northampton, is a small district, with but few children, and ever to have been formed. I shall annul it.

Stratford, is located in the extreme northern part of the town. abitants are chiefly lumbermen, who "break up" in the fall further north with their families, that they may better pursue siness; thus rendering it impracticable to have school during l winter. They have had twenty-one weeks of school, and I e Superintendent will allow their district quota in the supple- r apportionment.

will remember what I said in my last report, regarding the uses of this county. I have been very firm upon this subject, what I considered my duty without fear or favor. Notwith- g the effort I made in this direction, but *one* new school-house t during the year ending September 30; but since that time, r fine and commodious buildings have been erected, and one i thoroughly repaired.

y opinion It would be far better for the cause of education y, and more good would be done, if, instead of paying \$800 of lic funds for supervision, in certain school districts, a few hun- lars would be appropriated to build school-houses in those dis- hich are otherwise too poor to build. It is a difficult and bur- e task to build a school-house in a district having an assessed n less than \$4,000.

tion school has been organized in district No. 17, town of wn. It is under the management of Prof. John H. Weinmans, ate of Cornell University, and an earnest, thorough and practical

The people have built a large addition to their school-house, ry thing seems to be in successful operation.

happy to report that a great improvement has been made in / teaching. Some of our "old fossils" have broken loose, and ously inquiring for information on educational subjects. ears ago they knew every thing. Now they feel that they have te arrived at the end of acquiring professional knowledge. ave given up the a, b, c, d (and so on through the alphabet), ead thereof, are teaching the beginners some form of the *word*

method. In short, they have accepted the situation, thrown aside their "pen-knives," and with crayon in hand are moving steadily to the front.

More applicants have been refused certificates than ever before. The result is, schools are looking for teachers, and not teachers for schools. Four teachers of experience could find employment here at once at a good salary.

Our institute was held in Gloversville during the last week of August, and was well attended. The instruction by Professors Johnston and Lantry was thorough, and it made a lasting impression for good upon the teachers of Fulton county.

I have done all in my power during the past three years to promote the best interests of the schools of this county. On the 1st of January next I shall enter upon my second term of office. With the co-operation of teachers and school officers, I hope during the next three years to place the schools of Fulton county in the *front rank*.

Very respectfully,

D. D. CROUSE,
School Commissioner.

BROADALBIN, December 6, 1881.

GENESEE COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I take pleasure in submitting the following supplemental report in relation to our public schools.

This commissioner district includes the whole of Genesee county.

The number of school districts in county.....	155
Districts having school-houses in this county.....	139
Number of duly licensed teachers employed and teaching at the same time.....	155
Number of children between 5 and 21 years of age residing in the county September 30, 1881	9,889
Number of children attending public schools during the year.....	6,866
Average daily attendance during the year	3,532.745
Average daily attendance for apportionment....	4,081.824
Average number registered for each teacher	44.296
Average daily attendance for each teacher.....	22.791
Number of inspections by commissioner	285
Estimated value of school property taken from trustees' reports.....	\$170,935
Assessed valuation of property for school purposes...	\$16,395.026
Amount raised by tax for school purposes.....	\$29,988.52
Average rate of tax per dollar.....	.0018

FINANCIAL SUMMARY STATEMENT.

Receipts.

Amount on hand October 1, 1880.....	\$2,982 96
Amount apportioned to districts.....	20,740 44
Amount raised by tax	29,988 52
Amount received from other sources.....	2,174 22
Total.....	<u>\$55,886 14</u>

Payments.

Teachers' wages	\$38,832 07
Libraries.....	318 74
School apparatus.....	449 63
School-houses, fences, repairs, etc....	8,663 35
Incidental expenses	5,800 60
Amount on hand September 30, 1881	1,811 75
Total.....	<u>\$55,886 14</u>

vo institutes have been held during the past year, both at Batavia, ng five days each. The first commenced April 25, under the in- tion of Professor James Johonnot, and Professor R. E. Post. second commenced October 3, under the instruction of Professor Lantry, of Manlius, and Professor John Kennedy, of New York. institutes were very successful, the attendance was good, the at- on and interest excellent, and the *instruction first class*. Could county in the State have an institute lasting six weeks, with teacher in attendance, like the one we had in October, it d result in untold good to our public schools.

hink the people in Genesee county will bear me out in saying, the schools as a whole have improved during the last five or six s, in that we have as a whole better teachers, and in a large degree, the teacher is so is the school." I believe the schools here will pare favorably with the schools in other counties.

ere are teachers (?) who have only a superficial knowledge of the ches commonly taught in our public schools, and no knowledge ever of many other branches that should be taught. These ers have no definite plan as to the organization of a school; clearly defined methods of instruction; no system whatever; thing just as it happens; they do not read any educational works; ot attend institutes unless it may be one day, in order to be regis-. In short they do not avail themselves of any means for their ovement. As a result we have poor school and a useless expend- of time and money.

am proud to say there are teachers who feel the dignity and nobil- f their calling. They have made special preparation for their ; avail themselves of every opportunity to improve and keep up the times; and make teaching what it should be — a profession. need more professional teachers. Our Normal schools are aiding h in this direction, but they cannot fill our schools with teachers.

Teachers' institutes are doing far more toward improving our country schools than the Normal schools are, and yet they are not doing what they might. They are not held long enough. There should be a session continuing at least four weeks each year, and the attendance of teachers should be made compulsory.

Our great trouble is not in securing persons for teachers who have a good knowledge of the subjects to be taught, but it is to secure those who have a knowledge of the *theory and practice* of teaching, those who know how to teach.

We want better supervision; that is the best system of schools which is the best supervised. We want a close and careful system of supervision extending from trustees to State Superintendent. The office of school trustee is a very responsible one, and should be filled with the very best men in the district, men who are friends of the public schools and interested in their progress. These trustees should visit their schools often and report at least once a month of their condition to the commissioner. This would enable that officer to do better and more effective work. He could visit those schools first which need him most.

I trust and hope our schools may continue to prosper and improve and that the time is not far distant when teaching will be a profession and all our schools filled with trained teachers, also that our supervision may be effective by having competent officers.

In conclusion, allow me to express my high appreciation of the many favors received from you in aiding me in my work for the past several years.

Your obedient servant,

C. V. HOOPER,

School Commissioner.

BATAVIA, December 3, 1881.

JEFFERSON COUNTY—FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I respectfully submit the following report in regard to the condition and wants of the schools under my jurisdiction.

During the past school year, with a single exception, I have visited every school in this commissioner district twice; have consulted with the teachers, and in many cases with the trustees; held eighteen public examinations; attended the two institutes, and performed numerous other duties belonging to the office of school commissioner.

Most of the schools are doing fairly, and are showing some improvement each term.

As reading and writing have been taught quite generally in too careless a manner, and as the latter had ceased to be taught in some schools, I have made a strong effort to have these branches receive special attention, and I feel amply rewarded in the results which many of the schools begin to reach.

have endeavored, in my visitations, not only to ascertain the condition of the schools, but also to impress upon both teachers and scholars the importance, not only of thorough drill in fundamentals, also of correct methods of study, and proper habits of thought. During the year, thirteen school-houses have either been rebuilt, or thoroughly repaired, a result brought about in most cases in a great degree through my personal conference with trustees and inhabitants.

While I can see that the schools are making progress slowly, and the teachers are, for the most part, earnest and enthusiastic in their work, two things seem to stand in the way of very great efficiency in the common schools: 1. The lack of sufficient supervision. The need of a sufficient number of well-prepared teachers.

As to the first of these difficulties, it is very clear that one man cannot give sufficient supervision to one hundred and forty schools, spread over eight townships. He can visit each school once each year, or twice a year, but he cannot make a second visit to the same school the same term to ascertain the results of any suggestions or suggestions he may have given the teacher or the school.

As regards the second point mentioned above, it may be said that teachers, as a class, are willing and anxious to prepare themselves to attain the best results by using the best method, but the means of preparation are not within their reach.

The Normal schools are amply equipped with every facility, and manned by competent instructors; but they are beyond the reach of many, as their shortest course requires virtually two years of attendance.

The teachers' institutes are doing a good work, and I can see in many schools evidences of the excellent instruction given in them; but this work, as it continues but one week at a time (virtually a little more than four days), and but twice each year, must, in the nature of things, be fragmentary and incomplete; and as the teachers in attendance are of all ages and grades and types, of widely varying experience and ability and attainments, much of the instruction given is lost to many who are listening. I believe that one of the greatest needs at present in the common schools of the State is a sufficient number of well-qualified teachers. It seems to me that this need would be met to a greater extent than at present: 1. By organizing a course of one year of purely professional instruction in the Normal schools. 2. By holding annual institutes for four, six or eight weeks, in which the teachers should be classified, drilled, instructed and examined.

In my opinion the efficiency of the schools would be augmented if trustees be induced to have the schools in the country districts closed during September and October. The election of trustees in August or August, and beginning the school year with August 1, or September 1, would be a long step toward accomplishing this result, as well as toward amending other present evils.

All of which is respectfully submitted.

ALBERT B. WATKINS,

School Commissioner.

DAMS, November 30, 1881.

JEFFERSON COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I have the honor to report as follows in reference to the present condition of the schools within my jurisdiction.

This district, which is composed of several townships, contains 1 school districts, and numbers within its bounds 5,111 pupils of school age, 4,041 of whom were registered upon the school rolls during the year. The average attendance at the schools was 2,043.966, or 50.5 per cent. of the enrollment. The average length of time schools were taught was 29.6 weeks. The entire value of school-house property, as reported by the trustees, is \$74,927, and the tax on property of the district \$6,912,803. Fifty-two male and female teachers were employed during the year. The amount paid teachers' wages was \$21,600.30. The highest salary paid to any teacher per week was \$20, and the lowest \$2.50. Total expenditures for school purposes, including building and repairs, was \$29,871.31. The annual cost of schooling pupils *per capita*, estimated upon the basis of total expenditures, was \$7.39. Only twenty-three districts used the library money for its intended purpose, while eighty-six applied it to teachers' wages.

During the year, I have made 149 school visitations, held seven examination classes, and granted licenses to 215 teachers; of these, nine were of the third grade, eighty-six of the second, and thirty of the first grade.

I take great pleasure in mentioning in high terms of praise the corps of teachers who are at present engaged in the common schools of this district. The large majority of them are fully alive to the demands of the times, and have a due appreciation and comprehension of what true education is, and the sacrifice and labor necessary to develop it in their pupils. They are in earnest, and measure success in possessing themselves of the two necessary elements of teaching, viz., knowledge and skill. I have no hesitation in comparing the teachers of this district with any like number in the State, in regard to "ability and devotion to the cause of education" and yet the efficiency of our schools is far below where it should be. The greatest demand of our schools is not more intelligent or better educated teachers; nor is it more thorough or more frequent examinations; we have perhaps too much of this already; nor yet is it an increased amount of institute instruction; but it is a multiplied increase in intelligent and systematic school supervision and inspection.

Just as long as individual men, be they ever so well qualified, are intrusted with the entire supervision of from 100 to 150 schools each, which are scattered over sparsely settled regions, and who, in consequence of meager salaries, are obliged to engage in private enterprises to maintain themselves and families, just so long will the results of our schools be in a low degree unsatisfactory. Well-trained teachers, teaching in accordance with good methods, applying well-devised courses of study to enthusiastic pupils, would soon be the result, if the schools of the State were placed under the supervision of educated men, who

labors were only the towns or a reasonable number of

It of six years' undivided labor and observation among the his district, I am led to the firm conviction that our schools ig for nothing else one-half so much as for want of proper , and that as a service to the schools it is of incomparable

forts have been made almost yearly in the not distant past e passage of an act by our Legislature to amend our pres- e law in this respect, and enable our schools to receive, what ssioners cannot, and trustees will not give, viz., adequate . It is to be hoped that the coming Legislature will be , and willing enough, and fearless enough, to correct this ued and increasing evil.

tified to report that the improved condition of school prop- ted in my last annual report, has continued and is still in- A very general spirit of enterprise pervades the district, and : school officers, and nearly all the school-houses are in good

e subject of hygiene is becoming better understood, and its observed than formerly, insufficient attention is still paid ary necessities of school buildings. As a general rule the l-house has for its entire system of ventilation and heating, number of windows, and an air-tight stove. The results kings of this elaborate system are, of course, the develop- ny things in the teachers and pupils which are far less de- finitely more certain than intellectual culture.

lage school-houses have been furnished with a complete entilation and heating, which conduces to the health, com- ental activity of both teachers and pupils.

hers' institutes have been held during the year, each having d with Profs. James Johonnot and Henry C. Northam as

These sessions were well attended and of much profit to s.

' institutes have done much toward elevating the common- hers of the State, but there is still a great lack of instruc- the teachers need, and which the institutes cannot give. s being necessarily short, exhaustive treatment of the many ssed is impossible, and hence the minds of many young come clouded, and their teaching confused and ineffective. l supervision would remedy the difficulty, where the in- uld hold his own institutes, and administer to the wants ers as he knows them to exist.

nating my pleasant connection with the schools as commis- ch has been of six years' continuance, I desire to return my he teachers of my district for their willing and hearty ouring my terms of office, to the citizens generally, and to officers particularly for many acts of hospitality and kind- o the Department for many favors and much information.

Respectfully submitted,

AMBROSE E. SAWYER,

School Commissioner.

GE, November 28, 1881.

KINGS COUNTY — RURAL DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with the request contained in your circular letter of the 20th of October, I would respectfully submit to you, in addition to my statistical and financial reports heretofore forwarded to the Department, the following statements of matters pertaining to the schools under my jurisdiction, together with a few suggestions, which I hope will receive your approval.

I am happy to say that the schools of this commissioner district are, as a whole, in very good condition. During my official visitations the last school year, I saw much that was pleasing to me in the general conduct and condition of the schools. The school buildings without being elegant, with few exceptions are commodious and comfortable. The new school-house in district No. 4, town of Ne Utrecht, now rapidly approaching completion, is fast winning its way into favor, even with those who a few months since were so confident that the district did not need such a school-house, and would not build one. I am free to say, that within two years there will not be an inhabitant of the district who will not rejoice that the house is built, will be a building where the citizens of the district can take their friends from abroad, or strangers who are interested in education, without blushing at the meanness of the premises occupied by the school, a building whose surroundings will be more pleasantly suggestive than those of the "ruins" that have so long been misnamed the district school-house. Some complaint has been made of the expense of the building, but when I consider the school accommodations it will furnish, I deem it a very economical building, and a good investment for the district.

Like other improvements, new school-houses are contagious, and doubt not, those districts having poor school-houses will soon follow the worthy example of their more progressive neighbors. I need not enlarge here upon the beneficial influence of comfortable and convenient school-rooms, trusting that a word to the wise will be sufficient.

PARENTS.

Parents, relative to our schools, occupy the first and most responsible position, and much of the success of our schools depends upon their interest and efforts. They should visit the schools and show that they have an interest in the children's progress and by their presence encourage the efforts of teachers and scholars. A parent who studies the true interest of his children will refrain from expressing in their hearing, any opinion derogatory of the teacher's character, whether it be true or not; nor will he evince a disrespect for his conduct, or encourage opposition to his legitimate authority in school. There is a better remedy for the little ills growing out of school government than that. Go and see the teacher, learn the facts from him rather than depend entirely upon any other party, and you will find little trouble in adjust-

any difference of opinion, without compromising your honor or detracting from the usefulness of the school. When your children, leaving the school, take antipathy to their teacher, and come home with complaints, do not take sides with your children and cast all the blame on the teacher. Work in unison with the teacher, and your children will derive far greater benefit from the school.

TRUSTEES.

In securing a good school, a great responsibility rests with the trustees. They determine how the district money shall be expended. They have the sole power of selecting teachers; and they can shape everything concerning the school about as they please. Therefore, let every best man in the district be elected to the responsible office of trustee; men whose services can be secured without respect to politics, who will attend to their duties; employing the right kind of teacher, the best for the place, and not the cheapest because they are cheap, are dearest in the end. Let parents remember that the quality of a school depends largely upon the quality of the trustees, for they *select the teacher*.

TEACHERS.

It is universally conceded that all who "keep school," as the expression goes, strictly speaking, are not teachers. Teaching is an art, and special preparation is necessary, so that the greatest results may be secured with the least expenditure of time. Teachers should feel the weight of responsibility resting upon them; they should aim at a higher standard of attainment, so that they may the more clearly and comprehensively impart their knowledge to their pupils. I have vowed to impress upon teachers the importance of imparting enough instruction in first principles of instilling ideas into the minds of their pupils, rather than storing them with words; the language of the text-books; and requiring them to go through with, to recite, meaningless recitations. Teachers need to learn that *hearing* recitation is not teaching. The teacher's true relation to his pupils comes before them with a well-stored mind; to explain, simplify and illustrate the topic of the lesson; and with a tact to impart instruction, and to call into active play the pupil's natural desire for knowledge. Let the teacher step boldly outside the text-book, and if he has strength and resources within himself, he will be surprised at the eagerness with which his pupils will seek to follow him. The teachers of this commissioner district, as a class, are industrious, diligent, painstaking and laborious; and there has been a decided improvement in the discipline of our schools the past year. Discipline is as much a part of education as any thing that can be learned from books. Indeed, this in its *true sense* is the most *important* part of an education. We may have a school-house faultless in design and structure; we may have the best of text-books, and pupils of intelligent minds may be sent to school with great regularity; and yet, if an incompetent teacher is placed over that school, the entire investment will prove worthless, or worse than worthless. And what shall be the thought of a community which erects costly and commodious school

buildings, and enacts excellent school regulations, but in the selection of teachers, allows cheapness to exert a controlling power? I do, by no means, plead for high salaries, but I protest with great earnestness against that false economy which is sure to result in loss. We may as well plead for cheap ministers, doctors and lawyers as for cheap teachers. If we would make our schools better, let us generously compensate and kindly appreciate those who are called to the work of instructing them.

UNION SCHOOLS.

There are three union schools in this district; one at East New York, one at Parkville and one at Canarsie. These schools are a credit to the towns in which they are situated. The one at East New York has three school buildings—two of brick and one of wood. It has an excellent corps of twenty-four teachers, with an attendance of about one thousand pupils. The teaching is accurate and thorough. The discipline is quiet, high-toned and in the highest degree orderly. Altogether, it is an excellent school, for the benefit of which, to the district, every citizen may well be thankful, and of which he has a right to be proud. It would do parents good to visit this school, or any of our graded schools. They would be astonished to see the amount and the quality of work they are doing for us. It has been suggested, that an academic department be added to this school, and judging from the interest manifested by some of the members of the board of education in that direction, I doubt not, before the close of the present school year, I shall be able to report the work completed. I consider it a step in the right direction, and shall give the board my hearty co-operation in the matter.

In the following comparative tables arranged in convenient form, will be found some of the most important statistical and financial items contained in my abstract of trustees' reports for the school year 1871 and 1881:

Statistical.

TOWNS.	(Number of districts.		Number of children between the ages of 5 and 21 years.		Number of children in attendance.		Average attendance.		Number of volumes in library.		Value of library.		Value of school property.	
	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.	1871.	1881.
Flatbush.....	2	3	976	1767	329	752	193	385	1084	1991	\$775	\$1700	\$6000	\$10300
Flatlands.....	3	3	986	1284	467	653	234	323	1332	1434	857	810	6800	13000
Gravesend.....	4	6	663	961	403	624	139	305	840	1070	350	363	2867	9000
New Utrecht.....	4	4	1081	1323	408	501	168	321	869	1490	973	1300	3600	5450
New Lots.....	3	3	3255	4551	1827	3730	750	1233	970	1072	561	590	38700	48500
Total.....	16	19	6961	9886	3434	5260	1484	2467	5095	7057	\$3516	\$4765	\$57967	\$86250

The above exhibit shows the number of children of school age to be 2,925 more in 1881 than in 1871; the number in attendance to be 1,826 more; the average daily attendance 983 more; the number of children who did not attend school, during the past school year, to be 4,626; the number of volumes in the libraries to be 962 more in 1881 than in 1871, and their value to be \$1,249 more; the value of school property to be \$28,263.

Financial.

TOWNS.	Number of districts.	Total amount received.		Amount raised by tax.		Expended for school-houses, sites and furniture.	
		1871.	1881.	1871.	1881.	1871.	1881.
Flatbush.....	3	\$5,925 36	\$15,319 41	\$2,145 71	\$9,545 32	\$376 46	\$2,346 01
Flatlands.....	3	4,714 31	7,472 33	2,339 09	4,376 49	206 47	279 25
Gravesend.....	6	5,898 54	15,877 39	500 00	.....	1,335 75	1,049 61
New Utrecht.....	4	4,888 38	7,462 68	2,480 70	4,474 67	235 05	1,742 31
New Lots.....	3	28,364 63	39,855 82	10,443 54	22,650 15	14,449 81	2,160 01
Total.....	19	\$49,791 22	\$85,987 63	\$17,909 04	\$41,046 63	\$16,603 54	\$7,577 19

examination of the above table shows that the amount received in 1881 was \$36,196.41 more than in 1871; that the amount raised was \$23,137.59 more, and the amount expended for schools, sites, furniture, etc., to be \$9,026.35 less in 1881 than in 1871. The amount remaining on hand October 1, 1881, in the several towns, is as follows:

Flatbush.....	\$3,439 72
Brooklyn.....	861 53
Brooklyn.....	8,315 33
Utrecht.....	1,302 49
Lots.....	10,871 27
Total.....	<u>\$24,790 34</u>

There were seventy-seven licensed teachers employed for more than twenty-eight weeks during the year ending September 30, 1881. Twenty-three were males and fifty-four females. Two were graduates of the Albany Normal School, six were licensed by the State Superintendent, and sixty-nine by local officers.

TEACHERS' INSTITUTE.

The institute for this county was held at Flatbush, commencing on September 1, and continuing one week. Daily sessions were held from nine o'clock, A. M., also afternoon and evening sessions. The days were devoted to lectures. The exercises were conducted by Professor R. E. Post, assisted by Professor F. P. Lantry, and the subjects discussed exhaustively, and all, especially the younger teachers, derived much benefit. Teachers are beginning to realize that the institute is a school intended for their benefit, and are less indifferent to its location and attendance than formerly. A very pleasant feature of the institute was a visit from the Hon. Neil Gilmour, State Superintendent of Public Instruction, who delivered a very interesting and instructive lecture. Institutes are excellent auxiliaries in promoting educational progress when properly conducted, and will be duly appreciated by the public when the teachers of the State become, in the true sense, *public educators*. No teacher should be excused from attendance except for the best possible reason. The institute for 1881 was pronounced by the teachers a decided success.

	Males.	Females.	Total.
Number of teachers in attendance.....	21	59	80
Number of days of attendance.....	100	273	373
Average daily attendance.....	20	54.6	74.6
Number of terms teachers have taught.....	743	627	1,370
Average number of terms taught.....	35	10	17

In closing this report, I deem it my duty to offer a few suggestions. Abolish the present school district system. Place all the schools in a town under a single board of education, consisting of nine members. The tax for school purposes to be a town tax. All school

elections to be held in the evening. School year to begin on the first of September.

In conclusion, permit me to say that in my official acts I have neither tried to please friends nor offend enemies, but have endeavored to act under a firm conviction of justice to all; yet, I do not claim to be perfect. My thanks are due to the school officers and people of the district and to the Department for favors granted.

Respectfully submitted,

C. WARREN HAMILTON,
School Commissioner.

NEW LOTS, November, 1881.

KINGS COUNTY — BROOKLYN.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully submit the accompanying statements, in compliance with your circular of October 20, requiring a written report of the condition and wants of the schools under my jurisdiction.

A report designed to fulfill the purposes of your request would be incomplete without a description of the material provisions made by the local authorities for public instruction.

Of these, the principal and most costly are the school buildings erected by the board of education, the title to which is vested in the board.

In this class are fifty-five buildings, of which one is used for general offices of the board; one is principally devoted to the purposes of a public school library, and another to the graduation of the graduates from the grammar schools by the superintendent.

Of the remaining number, three are occupied by schools for colored children, and three are designated as primary school buildings.

Forty-six schools are entitled grammar schools, although the instruction afforded in eight of that number is entirely of a primary character, and in four others it attains a grade no higher than intermediate, between the grammar and the primary schools.

It will be apparent, therefore, that the full course of instruction required by the rules for grammar grades is pursued in thirty-four of the schools occupying buildings which are the property of the board.

A school for higher instruction, with the title of the Central Grammar School, occupies a building hired for that purpose.

Of the school-houses thus enumerated, six, viz.: numbers 3, 7, 8, 20, 21 and 40 are old buildings, with two stories, that from defective light, ventilation or improper construction, are ill adapted to the purposes of education.

In the original plans of thirty-one school buildings, the basements were designed for sheltered play-rooms. Of these basements (generally nine feet in height, with floors from two to three feet below the

of the streets), twelve are now used for the instruction of pupils numbering from forty to one hundred and eighty pupils each. Twenty-three school buildings are three stories in height above the ground, and twenty-nine are only two stories exclusive of the basement play-rooms.

A few of the smaller buildings were designed to seat one thousand pupils, while much the larger number furnished accommodations for seven hundred. Six schools have an average registry of more than seven hundred pupils, and one building is occupied by more than a thousand.

Additional provisions for instruction of primary scholars are afforded in our dwelling-houses, hired, and furnished by the board of education.

In the mechanical construction of more than three-fourths of the school buildings, it would be found difficult to discover essential defects to criticize. The best materials were selected by the agents of the board. The walls constructed of these materials are massive and durable; and the mechanism, generally, of the most thorough and reliable character. With but few exceptions, no expenditure for architectural ornaments has been permitted; and while the effect of the ornamentation of the plainest building to the observer is not repulsive, it is evident that little of solidity or durability has been sacrificed to ornament. The cost of constructing and furnishing school buildings varies from thirty-five thousand dollars for primary school-houses, to twenty-eight thousand dollars for grammar school buildings.

The land forming the school premises is usually two hundred feet wide, running north through the block, from street to street, with a front upon the street of one hundred feet.

The cost of several school sites purchased during the last twenty years has seldom been less than seven thousand five hundred dollars, and in only one instance has it exceeded twelve thousand.

SCHOOL ACCOMMODATIONS.

In the school buildings enumerated there are provisions for the instruction of sixty-six thousand three hundred pupils, while the actual attendance for the last year was fifty-two thousand seven hundred.

It would naturally be conceived from this statement that the accommodations for public instruction were ample; and indeed far in excess of the demands made upon them; but this conclusion would be fallacious on examination.

The excessive accommodations shown are in localities too distant to be available by the very young pupils requiring them. The excessive demands for admission to the more crowded classes have been partially met by half-day sessions for their pupils, only one-half of whom are permitted to attend in the morning, while the other half are instructed in the afternoon.

Should the accommodations afforded by the seventy-two vacant classrooms be made available, the necessity for this expedient, and the inconvenience of many crowded class-rooms in which it has not been possible to avoid it, would be avoided.

That relief of some kind is peremptorily demanded, may be seen from the facts within my own observation.

Four classes have daily attendance of more than two hundred each, three of more than one hundred and fifty, fourteen of more than one hundred and thirty, twenty-two of more than one hundred, and thirty-two classes are each attended by more than ninety pupils.

IMPROVEMENT IN SCHOOL BUILDINGS.

During the last eight years the numerous improvements of school buildings in the conveniences and facilities for instruction have been so great as to almost revolutionize our school architecture.

First. Prior to 1872 the building committees of the board were invariably hostile to the construction of school-houses of three stories in height, and their influence was sufficiently potent to almost wholly prevent their erection. The two-story buildings erected in sparsely settled neighborhoods were for a time capacious enough, but new demands of the rapidly populated districts soon made demands upon local authorities for the instruction of their children to an extent which could only be met by encroaching upon the play-rooms in the basement.

To such an extent has this necessity driven the school authorities that forty-two classes, attended by three thousand three hundred and twenty pupils, are taught in basements designed for play-rooms. In 1873, I called attention to this error of underrating the demands of the future. The resulting evils exhibited in the conditions of the schools having become evident to many members of the board, their conclusions changed so far in favor of the larger houses for grammar schools that of eleven buildings erected for that class of schools in eight years ten are three stories in height above the basement.

I regret that I have to report that the board has been compelled from insufficiency of appropriations, to return in two instances to the defective and abandoned plan of two-story buildings.

The unwise parsimony of some of the financial officers of the board deprived the board of the means of constructing the larger, more economical and convenient buildings.

Second. Another costly error in school architecture had its origin in the commendable design of furnishing conveniences for the care of the pupils' outer clothing.

For this purpose, a plan, with little economy in cost and room, was devised, which required the extension of the building to a length of from thirteen to twenty feet more than was needed for tuition and the regular necessities of school business. The increase of area thus obtained was divided into half-story wardrobe rooms seven to eight feet in height, which were approached in some instances by stairways so obscure and tortuous that I have not yet, after seven years of experience, been able to find my way unaided to all of them. Fifteen school-houses were constructed in accordance with this defective plan, in seven of which the low and narrow apartments described are now used for class-rooms, their purposes for wardrobes having proved impracticable.

In schools where these rooms are not so utilized (if such practice can be termed utility), one-seventh of the structure designed for school purposes is wasted.

In the more recently constructed buildings, this costly and useless

been wholly abandoned, and wardrobes, built in each of the rooms, have been substituted.

No provision was made in the old buildings for deafening the stories, and in consequence of the sound of many moving the reverberating roll of sliding doors, proved such serious disturbance to classes in the lower stories, that much of the work of instruction was lost. The attention of the board being called to this defect by the Superintendent, it directed the contracts for new buildings to require such provisions for deafening as has since remedied this inconvenience.

School buildings constructed before 1873 were wholly bereft of those conveniences which modern refinement considers indispensable. Teachers' wardrobes, closets and wash-rooms, principals' rooms for discipline or school business were entirely wanting.

The inexorable demand for economy prohibited the expenditure of money for the smallest convenience beyond the exterior and interior walls of the school building, and the necessary seats and desks for the pupils. In no particular of the school structures, is improvement more observable than in the neat and convenient provisions for the purposes indicated. Almost every convenience which ingenuity has contrived for modern dwellings is now deemed a necessity for school buildings, which eight years since were as bare of them as the tenement. Electric bells announce the order of exercises and recitations simultaneously in every room of the most spacious buildings. Isolated class-rooms permit instruction undisturbed by the hum and conflict of recitations in common. Sliding doors separate the comfortable class-rooms in which two classes so frequently were instructed, and order, neatness and modesty are fostered by the admissions afforded by the new plans.

The means of exit from the old buildings were scanty, and cases not unattended with danger. Two winding stairways in the building were the only provisions for admission or egress, as the main entrance in front was unused, except for visitors. The buildings erected within the last eight years are provided with independent stairways for the pupils; built for the most part prior to the main building, and as near fireproof as stone, and iron can be.

Indispensable requisite of the old method was the seating of all pupils in such a manner that the pupils must face the principal's desk. So devotee of Islam turned more vigorously to Mecca than the warrior toward his master; it was of little consequence that the principal's desk of instruction was performed at a right angle to the pupil's position, and that for several hours of each day he must sit in a cramped and cramped posture to see the illustrations of his lessons on the blackboard. The hand of improvement, irreverent of the tradition of stupidity, is sweeping away this relic of a barbarism when the school-houses were built for the exhibition of official order, and principals considered the spectacle of an iron discipline for angels to admire, and the pupils only puppets in it. With fixed tops have given way to folding-desks, with folding-desks which most salutary change the spaces between the rows are

available for passage-ways, and afford as many aisles of convenient width for ingress and exit as the number of rows of desks.

Instead of the crouching and awkward postures required for the taller pupils to obtain admission to their places, behind the fixed desks, these admirable contrivances permit exact attitudes and free passage in every part of the class-room.

But the most important change in the mechanical provisions for education is in the greater facilities provided for instruction and penmanship.

Very few of the school buildings erected prior to 1873 were provided with writing desks for pupils below the first primary grade, and many classes of even that rank were unfurnished with means for pen and ink writing.

The pernicious practice of writing with slate and pencil everywhere prevailed, to the great impairment of the pupils' ability to attain the more delicate art of writing with pen and ink. In consequence of this deprivation of means for instruction in penmanship, but a very small number of our pupils at the age of ten had learned more of this art than to write their names.

Thousands of boys and girls were every year compelled to leave school with only this scant instruction in writing.

Within six years, writing desks have been furnished to primary schools for each successive lower grade, until, at this time, all the pupils of the first, second and third primary grades, and in several schools, those of fourth grade are provided with the means of instruction in penmanship. Within that period two hundred and fifty-eight classes, containing fourteen thousand eight hundred pupils, have been thus furnished with desks, in place of settees.

Pupils at eight years of age now write with a correctness and ease which were rarely acquired by scholars of ten, before the revolution which substituted writing books upon desks for slates propped upon aching knees.

The scholars now learn by first intention. Slate writing is remanded to the lumber room of superseded inventions, where sand writing was banished half a century ago.

In default of other means of determining the excellence of instruction in a school, I should consider the quantity of writing paper used by the pupils in their exercises no mean standard of judgment.

Our city has not been without examples of principals, who, in their zeal for economy, have been able to boast that they have never exceeded a ream of foolscap paper for the entire purposes of instruction, in a school of twelve hundred pupils, during a single year.

It has been more commendably the source of pride with others, that their pupils consumed more than thirty reams of paper in the practice of penmanship, composition and dictation lessons.

During the last eight years fifteen new school buildings have been erected, two entirely rebuilt, and seven school-houses have been extended to double the capacity of the old structures.

In the construction of these buildings, and in the purchase of their sites, the board expended the sum of nine hundred and twenty-one thousand dollars.

The total amount of all the expenditures for school buildings and

belonging to the board of education is five millions, twenty-nine thousand, five hundred dollars.

Seeing thus exhibited the progress and condition of the more means of public instruction, I do not know how I can more nearly comply with what seems to be the design of your circular than in relating the successive changes by which popular education in this city has been crystalized into system.

Within the brief period of twenty years, the city of Brooklyn was a corporate aggregation of villages, united it is true under one municipal head, yet mutually repellant from traditional jealousies, the memory of that petty autonomy whose pride is proportioned to its insignificance. Legislative enactment, it is true, had declared municipal and town organizations and three rural villages to be corporations, yet the local prejudices, interests and opinions survived in each.

In no department of municipal affairs was this antagonism of sentiment so marked as in the conduct of the public schools, in the several localities. Many of the district and school officers of these cities were retained in, or reappointed to the central board.

Although the government of the schools was legally vested solely in the central board of forty-five members; yet the local committees which that board delegated its powers, consisted of members residing in their respective districts, and who, in not a few instances, retained the preferences or prejudices that were prevalent in these local communities.

The government plan of organization and method of instruction varied in many particulars with the locality of the school. While the greatest attention and care were given by the committees of many cities to the selection of skilled and accomplished teachers, there were others whose standard of abilities, requisite for the duties of instructors, was far below the dignity of the important functions imposed upon them.

The depressing influence of the appointment of incompetent instructors, though greatly lessened within later years, is still felt in more than one of the schools under my charge. The injustice of this system was experienced not only by the pupils, whose educational progress was retarded by the incompetence of their teachers, but by the principals who were held responsible for it. The skill, experience and zeal of the principals and heads of departments were insufficient to overcome the obstacles which four or five assistant teachers, untrained by practice, and inapt by nature, must interpose in the march of progress.

The wide divergence of opinions regarding school affairs, caused by the reservation of the district and village system, and the appointment of incompetent instructors in some schools, while others were supplied with teachers of all grades of ability, from merely respectable to superior, were not the only causes of the great variation in results of teaching, and difference in results.

The principals and instructors of classes of the higher grades had formed their opinions of school government, and the details of instruction from widely varying experiences.

The new municipality was too young for the organization of a

trainingschool for teachers, and in consequence, the board of education was compelled to explore other localities for that experience and professional skill which the conduct and instruction of its schools demanded. The peculiar modes and varying systems of fourteen States were represented in the public schools by the principals and higher instructors.

It could hardly be expected that gentlemen and ladies with opinions matured by experience, and fixed by educational creeds as widely varying as the localities in which they had been bred, should at once surrender them to a compromise which offended, perhaps, some favorite dogma of each. It would be more rational to believe, that almost as many systems would exist as there were schools; and in many respects, this apprehension was realized.

The higher grades of instructors, selected solely on account of their reputation in distant places, did not always fulfill the high expectations of ability promised by it.

In many cases they were entirely unfamiliar with the instruction of graded classes, and not unseldom they possessed but scanty knowledge of some of the branches they were required to teach, while they were not without admirable qualities for instruction in other studies.

To harmonize these divergent methods of instruction into a system which should exclude the imperfection, and adopt the excellence of all, was the difficult problem left for solution on my appointment to the office of Superintendent in 1873.

The earnest and faithful labors of my associate and predecessor Mr. John W. Bulkley and his former associate Mr. James Cruikshank had been slowly developing the outlines of a general system, but the means were lacking for its growth and full development.

The first step in this direction was the revision of the course of study, in which the duties of the teachers of the several grades were exactly defined, and a more rigorous enforcement of its directions required.

EXAMINATIONS OF TEACHERS.

But with the most perfect code of rules, and order of study, little improvement could be effected without the adoption of some method which should prevent the appointment in future of any but competent teachers.

Most of the gentlemen in whose hands the power of appointment was vested were fully impressed with the importance of this reform, and heartily sustained the superintendent in the measures adopted for effecting it. The excessive duties involved in superintending the operations of the public schools of a city whose population numbered at that time nearly four hundred thousand, had devolved upon a single superintendent—my predecessor. The examinations for teachers' licenses could only be made thorough and exacting by an officer so heavily burdened, at the cost of other duties. The first change effected was in the mode of examination.

All examinations of candidates for teachers' licenses were made in writing, at fixed periods, in public and at the rooms of the board. The answers were required to be in blank books of uniform size, which were numbered, registered, and preserved as a record of the applicant's

p, in her own handwriting. From the superintendent's of her fitness to teach she could appeal to any friend who led full liberty to review the applicant's registry of her capacity. This indulgence was an important condition, to justify the decisions which rejected more than four-fifths of the candidates. The severity of the test adopted may be judged from the fact, that of one thousand and eleven applicants examined during the past year, six hundred and twenty-one were rejected. Of the second grade were awarded to only one hundred and twenty, and licenses of the third grade to two hundred and eighty applicants.

Effect of this uniform and exact system of testing the abilities of applicants for teachers' licenses, has exceeded the most hopeful anticipations.

Persons who desire appointments as teachers are fully imbued with the conviction that nothing will avail them but scholarship, and nothing compensate for neglect and incompetence.

The standard of fitness to teach has been greatly increased, and in consequence a limited number of candidates of only mediocre abilities from vacancies are readily filled with teachers possessing more respectable accomplishments.

EXAMINATIONS OF HIGHER CLASSES.

A most important departure, however, from the practice formerly in vogue was in the adoption of a uniform and simultaneous examination of all the higher classes of the schools.

Examinations which tested the scholarship of the candidates for graduation, as well as the skill and fidelity of the teachers; and the defects of the principal's system had up to this time been remedied in the several schools at different times.

By giving questions proposed and the inexact or irregular results which were unavoidable by this method made it a very severe test of the scholarship of the pupils. The first expedient to remedy these defects was the adoption of a general examination, in which all the candidates for graduation were assembled in one hall and simultaneously furnished with printed slips containing questions to which answers were to be written. Five or six hundred, the representatives of the various training of thirty-four schools were thus assembled with their class instructors, and the defects of their peculiar modes were placed on trial.

It was easily anticipated that many a pet theory subjected to the test of experiment was dissipated.

Schedule of Candidates for Teachers' Licenses who Obtained Certificates during the year 1881.

DATE OF EXAMINATION.	Number of applicants.	Number obtaining "B" Cer.	Number obtaining "C" Cer.	Number obtaining Diploma.	Number who failed
Jan. 31st.....	143	2	18	92	31
Feb. 7th.....	103	3	3	89	7
Feb. 7th.....	110	25	10	59	16
Mch., 7th.....	60	17	21	4	18
May 25th.....	150	46	30		74
June 6th.....	431		200	213	18
July 12th }	2	2			
State Ex. }					
September }	13	11			
Five Schools }					
	1,011	108	282	457	164

But as year after year the trial of methods by their results proceeded these examinations proved the folly of maintaining so many classes for instruction in higher studies.

The excellences or defects of a uniform written examination for the pupils might be subjects of discussion, but the benefits bestowed by them upon the teacher could not be questioned. The teachers themselves were taught by it, and the greatly increased efficiency of the instruction was an irrefutable demonstration of its excellence.

ESTABLISHMENT OF A HIGH SCHOOL.

The benefits resulting from the establishment of a uniform plan of instruction, and the consequent abandonment of imperfect methods prepared the board for the consideration of another step in the direction of improvement.

The academic studies of the course of instruction were still taught in thirty-two schools, and as has been shown, with widely varying results. Every teacher was expected to be endowed with qualities of mind that enabled her to be equally proficient in higher mathematics, natural science, anatomy, language and history. All the studies embracing so wide a range of human knowledge as the course of studies included were taught by each of the forty instructors of the academic classes.

The waste of intellectual labor involved in a system which established more than thirty high schools, without the efficiency of one, was long a subject of anxiety to me. It was my good fortune in 1877 to find the board of education fully awakened to the evils of a plan so cumbrous and extravagant, and another more efficient was soon after substituted.

The tuition of the academic classes in the several schools was abandoned, and a central school established, in which the same studies were taught with far more thoroughness, and greater economy, both of labor and money.

in the large number of teachers so improvidently employed, six persons were selected, each of whom had given evidence of superlateness in one or more studies of the academic course, and instruction of classes in such branches was allotted to her.

A gentleman selected for principal possessed many admirable qualities for his office, for which his experience as an instructor, and searches in history, language and science especially fitted him.

He will scarcely need my assurance, that the benefits resulting from establishment of a central school, with a well-defined department of instruction allotted to each instructor, in place of a number of schools without uniformity or coherence, have amply repaid the cost of organization and maintenance.

These one hundred persons who every year graduate from this school, the board of education is supplied with a body of well-educated and intelligent candidates from which to select the teachers of schools.

Central Grammar School still lacks two essential conditions for highest efficiency. The course of instruction is not specially adapted to the training of teachers, in which vocation by far the greater number of its six hundred pupils design to find employment. The building hired for the purpose is inconvenient in plan, and will prove insufficient in capacity for the accommodation of all the students for admission.

ORPHAN ASYLUM SCHOOLS.

One thousand and twenty-two children are educated in fourteen orphan asylums and industrial schools, supported by religious societies and private benevolence.

The schools of these institutions are subject to the jurisdiction of the Superintendent of Public Instruction of this city to the same extent as the public schools.

Orphan asylum schools were made participants of public school privileges by act of the Legislature of 1848, and the industrial schools were granted the same privilege in 1874. The schools of both the orphan and industrial institutions named were also granted, by an act of 1875, a distributive share of ten per cent. of the money derived by the excise commissioners for licenses to sell beer and

the proportionate share of each of these institutions, in the public and excise funds, is payable only upon the certificate of the Superintendent of Instruction — that their pupils have been taught in school studies, by competent instructors, during the school

The total amount of money paid in 1881, to the managers of these schools from both of the funds named, was forty-two thousand nine hundred and seventy-one dollars.

Of this amount, the sum of twenty-one thousand and fifty-one dollars was allotted from the Common School Fund, and twenty-one thousand nine hundred and fifty-one dollars from the excise fund.

The proper education of so large a number of unfortunate children is to me a subject of too great importance to be wholly remanded

to the kindly zeal of guardians who were often unskilled in the best methods of instruction. The abundant success of the measures taken for improving the methods of educating these children of misfortune is almost wholly due to the hearty co-operation of their teachers, and the generous sympathy of their managers.

The rules presented for the government and tuition of the public schools are obeyed with equal fidelity by the teachers of the charity schools.

During the hours allotted to secular studies, from nine in the forenoon to three in the afternoon, no religious or sectarian instruction is given in the schools of either Protestant or Catholic charities.

The class-rooms are well lighted and ventilated, are furnished with the best school furniture, and are far more generous of space and air than the best class-rooms of the public schools. Most of the teachers of these schools are well qualified for their vocation; and in the two important respects — of greater age and experience, they are superior to those occupying similar positions in the common schools. In these, more than one hundred classes of infant pupils are annually placed in the care of inexperienced young girls, whose want of skill and perhaps of adaptation to the labor of tuition contrasts unfavorably with the matronly care of the elders in the charity schools. In many instances, the scholarship of the pupils of these schools attains the standard fitted for similar grades in the public schools, but the misfortune of their birth and their heritage of woes have too commonly unfitted them for very marked intellectual acquirements.

In 1876, nearly six hundred pauper children were transferred from the county alms-house to the orphan asylums. The condition of these unhappy children at that time was a stigma on civilization.

Few of their number were free from loathsome contagious diseases, and none from the vermin familiar to poverty and filth. It is not a mere figure of speech to assert, that there was not a sound eye in the entire number, for every individual was suffering from the present or late infliction of ophthalmia.

The physical condition of these victims of neglect was rivaled by their moral condition.

The expressive language of the able lady who assumed the care of three hundred boys of this class admirably portrays their woeful plight: "I can quarantine their bodies, but I cannot quarantine their souls; they infect every one they converse with."

But the courage and zeal of their brave teachers have conquered even these formidable difficulties.

In my recent examinations, a large number of these children exhibited attainments in scholarship that would be considered meritorious in schools more fortunate and pretentious.

CORPORATE AND PAROCHIAL SCHOOLS.

The report of the condition of public instruction in this city would be incomplete, which should omit some statement of the excellent organizations not under the jurisdiction of the State and municipal authorities. The academic and collegiate rank of institutions is represented by the Polytechnic and St. John's Colleges for boys, the

Packer Collegiate and Brooklyn Seminary for girls, and the Adelphi Academy for both sexes. All of these enjoy a highly honorable position in the esteem of the public; a reputation which my examinations of many of their graduates, for teachers' licenses, enables me to authenticate.

But there is still another class of educational institutions in which the public are more largely interested, that have usually been considered beyond the purview of official inspection. These are the parochial schools of the Roman Catholic churches, in which nearly twenty thousand children of this city receive their education.

Most of the ladies and gentlemen in charge of these schools are members of one or other of the religious orders devoted to the instruction of children; yet a very considerable number of the teachers employed are secular.

Very early in my official relations to the public schools as Superintendent, the directors and teachers of these schools began to exhibit great interest in the means for improving them, and attaining the highest standard of education fixed for popular instruction. As the first step in that direction, a very considerable number of the parochial schools adopted the course of study fixed by the board of education for the public schools. Soon after this plan of instruction was adopted, the directors of these schools changed their text-books for those most commonly used in the public school. The clergymen of three of the largest parishes, not long after, required all their secular teachers to present themselves at the regular public examinations for teachers' licenses, with the assurance that only those of their number who were successful in obtaining the Superintendent's certificate of fitness to teach in public schools would thereafter be employed in their parish schools.

The effect of these wise provisions upon the tuition of twenty thousand children was most salutary.

Abundant evidence of this is furnished me at each of my semi-annual examinations of graduates from our grammarschools, at which thirty or forty well-bred and well-educated young people from the parish schools present themselves for competition with the other pupils.

It is not infrequent that some of their number will reach a place in the highest rank of scholarship, and in one instance the graduate of the high school obtaining the highest number of merits entered that institution from a parish school. The public cannot be without interest in the means of instruction provided for so large a number of children, who are to become the citizen-sovereigns of our republic, nor without gratification in learning that their instructors are so earnest and zealous in adopting the best methods devised for that purpose.

SUMMARY OF ATTENDANCE, AND COST OF TUITION.

The detailed statement accompanying this report exhibits the amount expended in 1881, for salaries of teachers of day schools to be.....		\$768,354 12
The average number of teachers employed during the school year of 203 days was.....		1,338

The average number of pupils taught for the same period was.....	\$52,733
From the data it will be seen that the cost of tuition for each pupil during the time stated was.....	14 56

If economy of expenditure is the principal business of boards of education, Brooklyn occupies a noticeable position, as the *pro rata* cost of tuition in the city is the lowest exhibited by the reports from twenty of the principal cities of fifteen States.

The foregoing is the incomplete report of the late Superintendent of Public Instruction of the city of Brooklyn — Mr. Thomas W. Field—to the State Superintendent.

The following is the financial and statistical report as prepared by Mr. Field.

J. W. BULKLEY.

D. W. TALLMAGE, *Secretary*.

FINANCIAL.

Receipts.

1. Balance on hand, October 1, 1880, as stated in report of last year.....	\$294,342 87
2. Amount of public school moneys, both for teachers' wages and library, apportioned to the city by the State Superintendent.....	269,539 50
3. Amount received from the proceeds of gospel and school lands, whether rents, or the proceeds of a fund raised by the sale of such lands.....	.....
4. Amount raised by tax on property, for all school purposes within the school year.....	825,383 87
6. Amount received from all other sources not above enumerated.....	68,456 09
Total.....	<u>\$1,457,722 33</u>

Payments.

8. For teachers' wages during the year ending September 30, 1881, exclusive of colored schools.....	\$773,513 33
9. For libraries, including all moneys applicable to library purposes; both the amount received from the State, and the amount appropriated from other city funds, within the year, for such purposes...	749 98
10. For school apparatus, such as blackboards, globes, maps, etc.....	453 37
11. For colored schools; <i>all expenses</i> , for teachers' wages or for other purposes.....	10,739 10
12. For expenses of school-houses and sites, viz.: For sites.....	.....
For building and purchasing school-houses.....	\$22,218 57

For hiring school-houses.....	\$8,680 00
For repairing and insuring school-houses.....	63,761 34
For fences, sidewalks, out-houses, and improving sites....	.....
For furniture: such as chairs, tables, clocks, bells, etc.....	7,700 00
Total, carried into outside column.....	\$102,359 91
13. For all other incidental expenses, viz.:	
For fuel, and preparing the same for use	\$21,215 61
For building fires, and sweeping and otherwise cleaning school-houses...	38,013 22
For salaries, other than those of teachers.....	32,546 75
For printing	3,375 47
For orphan asylums and industrial schools.....	21,051 23
For compulsory attendance.....	11,028 92
For books, slates, etc.....	71,227 19
Total, carried into outside column.....	198,458 39
15. Amount remaining on hand, September 30, 1881..	371,448 25
16. Total.....	<u>\$1,457,722 33</u>

STATISTICAL.

1. The number of duly licensed teachers employed and *teaching at the same time* for twenty-eight weeks or more during the school year commencing October 1, 1880, and closing September 30, 1881, was 1,338.
2. The number of children over five and under twenty-one years of age, residing in the city on the 30th day of September, 1881, was 199,100.
3. The number of public free schools within the city was 60.
4. The number of private schools within the city (not including colleges, incorporated academies or seminaries) was unknown.
5. The number of pupils over five and under twenty-one years of age, registered as having attended such private schools some portion of the school year closing with September 30, 1881, was unknown.
6. The *whole time* the public schools were taught within the twelve months ending September 30, 1881, was 40 weeks and 2 days.
7. The *whole time* the public schools were taught by teachers *while duly licensed*, during said year, was 40 weeks and 2 days.
8. Of the teachers employed during any portion of the year, the number licensed by certificate of the Superintendent of Public Instruction was 30.
The number holding Normal School diplomas was 20.
The number licensed only by local authorities was 1,376.

The number of licensed teachers, who were employed in teaching during *any portion* of the school year, was 44 males, and 1,382 females; total, 1,426.

11. The whole number of children of school age who attended the public schools some portion of the year was 98,250.
12. The average daily attendance of children of school age attending the public schools was 52,733.
14. The whole number of days of attendance at the public schools of all the children of school age attending said schools was 10,656,574.
17. The whole number of days on which public schools were taught, during the school year — that is, were actually open for the instruction of pupils, duly licensed teachers having been present each day, was 203.
18. The number of holidays, during the terms of school, occurring on the regular school days, but during which schools were not taught, was 10.
19. The number of *other week-days (including Saturdays)* during the terms of school, on which schools were not taught, was 42.
21. The number of volumes in the public school libraries is 18,000, and their present estimated value is \$20,000.
23. The number of school-houses is: frame, 6; brick, 54; stone,....; total, 60.
24. The school-house sites are valued at, \$588,676, and the school-houses at \$4,354,877.
25. The number of school-houses built during the year is one.

STATE OF NEW YORK, }
 City of Brooklyn, county of Kings, } ss.:

I, Thomas W. Field, Superintendent of the Public Schools of the city for which the foregoing report was made, being duly sworn, say, that the number of licensed teachers employed *and teaching at the same time* for twenty-eight weeks or more, within the year ending September 30, 1881, is correctly stated therein, of my own knowledge; that the number of children of school age taught, and the average daily attendance, have been taken from the list of attendance at the public schools kept by the teachers; and that the said report is true in all respects, according to the best of my knowledge and belief.

THOMAS W. FIELD,
Superintendent.

MADISON COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.— In compliance with your request, the following report is respectfully submitted,

This commissioner district comprises the towns of Brookfield, De-

Ruyter, Eaton, Georgetown, Hamilton, Lebanon, Madison and Nelson. It contains 138 school districts and parts of districts, 122 of which have their school-houses in this county.

The number of duly licensed teachers employed during the past year was 146.

I have made 186 official visits during the year. The impressions received from these visitations were in the main favorable. Although I found occasion in many instances for criticism, I am happy to state that I have not before seen the amount of zeal manifested by the teachers, and the earnest, effectual work done, that I have seen during the past year, and I think I can safely say that the condition of our schools is a step in advance of last year.

I have granted, during the year, 20 first grade certificates, 127 second grade, and 66 third grade. Of the first grade certificates granted, 13 were renewals.

In the spring, I held public examinations in the different towns of my district. My fall examination was held on the day following the close of the institute at Cazenovia.

Two sessions of the teachers' institute were held in the county during the year. The first was held at Earlville, June 6-10, conducted by Professors Lantry and Johonnot; and the second at Cazenovia, September 19-23, conducted by Professors Lantry and Kennedy. These institutes are fulfilling their grand mission with us. They are bringing forth good fruit throughout the county, inspiring teachers to renewed zeal and more earnest labor; giving them clearer conceptions of what a teacher's work is, and how to perform it; and causing them to think and act, and to labor for results in their schools. Our only regret is, that more teachers do not avail themselves of these privileges.

I would suggest that the school year be changed to begin August first, and thus avoid confusion in keeping registers and making trustees' reports, and also avoid much unpleasantness, dissatisfaction and misunderstanding on the part of trustees elected to office in the midst of a term of school.

In conclusion, permit me to express my thanks to the Department for repeated favors.

Your obedient servant,

G. NEWTON WHITE,

School Commissioner.

GEORGETOWN, November 26, 1881.

MADISON COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In former years, the writer prepared reports for the Department of Public Instruction, at the request of commissioners in whose names they were published. This year, it is his privilege to prepare a report to be published in his own name.

My predecessor, commissioner John E. Toppin, after nearly two years' illness, died May 5, 1881; and June 4, 1881, the present incumbent, being appointed his successor by Hon. C. L. Kennedy, county judge, soon after entered upon the duties of the important office.

After attending the county teachers' institute, then in session at Earlville, the work of visiting the one hundred and one schools of the commissioner district was commenced, and, with the exception of the week of the State Teachers' Association at Saratoga, continued until all had been visited except four: and some of them twice, where it appeared desirable. The four schools not visited were not in session when visits were made in their vicinity. The aggregate number of visits made was one hundred and sixteen.

The visits, generally, were brief, though it is believed that about all the time desirable, under the circumstances, was used.

The purpose of the commissioner was necessarily, in great part, one of exploration to make the acquaintance of teachers, ascertain the condition of the school buildings, the methods of teaching prevalent, and the state of school matters generally.

The survey, though rapidly made, furnished the commissioner with important information in regard to the educational interests of the commissioner district.

The three union schools of the district, located in the villages of Cazenovia, Canastota and Chittenango, respectively, have good school buildings, and, being favored with competent teachers, are doing excellent school work, thus demonstrating the utility of the union system. An increase in the number of such schools, in the commissioner district, is much to be desired.

Among the places whose educational interests would be promoted by the establishment of union schools, may be mentioned Bridgeport, Clockville, Knoxville, Munnsville, New Woodstock, Oneida, Perryville, Peterboro, Wampsville, and some other localities where better educational facilities are needed. The present union districts might also be enlarged to the manifest advantage of all concerned.

But a still better movement would be to adopt the "township system," which would in time secure the grading of all our public schools, so far as practicable; and approximate them to the desired perfection, as institutions for the proper training of those who are soon to bear the responsibilities and perform the duties of American citizens.

Many of the common districts have good school buildings, and employ competent teachers; consequently, have pretty good schools, though the best of them even might be improved under a better system. One of the evils of the present system is the frequent change of teachers. But few of the common districts employ the same teachers for two or more consecutive terms. With a proper township system there would be fewer changes of teachers, and much better results would be accomplished.

By far too many of the districts content themselves with inferior edifices unworthy of the community in which they are situated, and the important purpose they are expected to subserve. On examination of the defective structures and appliances, or rather the discovery

lack of needful school apparatus, serves to remind one of the "Bricks without Straw," or the impropriety of expecting best results without a due supply of the appropriate means of creation. Not a few of the school-houses have not even a black-worthy of the name, much less other needful appliances for school work.

district school-house ought to be pleasantly located, with ample grounds properly planted with trees, and duly supplied with such of enjoyment and recreation as will promote the health and the physical and moral education of the children.

many districts the school-house has been located without much to pleasant surroundings; the sites are quite limited in space, attempts to provide suitable shade, or otherwise to improve or rent the grounds have been made. This is not as it should be. Schools of the people, where the great majority of the children be educated for the duties and responsibilities which may soon be upon them, ought to be made reasonably attractive and duly fitted to the great interests they are designed to subserve. There be nothing repulsive to good taste or any occasion of discomfort to teachers or pupils about them.

examinations of the commissioner disclosed the absence of more of these requisites in far too many of the districts. The buildings were ungraded and unsuited to the purposes of pleasant and appropriate recreation. The out-buildings were almost nuisances, out of repair, *i.e.*, disfigured by obscure representations or words, disgusting in appearance and demoralizing in tendency. Indeed, in some instances were not wanting where the building was too filthy for use, but few instances were the accommodations for the sexes in separate structures as they ought to be, for the sake of decency and morals.

the virtuous women and Christian mothers in some of the districts where the commissioner made his observations were to imitate example and make similar researches into the state of things where their beloved offspring attend school, they would feel a deeper interest in school matters, manage to attend the school meetings, and exert an influence as would revolutionize the state of things now existing. Let a committee of women, self-appointed or otherwise, look to the matter, making the proper investigations, and then apply the remedy which, in most districts, is now, directly or indirectly, in the power of their sex.

Many of the school-houses are not very well adapted to promote the ends of their construction. They are not well constructed in respect to size, form, proper ventilation, appearance and convenience, and they are not supplied with comfortable furniture and needed apparatus for school work. In some school-houses, currents of air crossing the school-room in all directions from cracks and crevices tend to injure the health of pupils; while in others, there is a want of pure oxygen and noxious gases that might be removed by proper ventilation and cleanliness. There is an absence of paint and paper in some school-houses, and if supplied, would greatly improve the appearance of things. Astonishing what a little paint and a few rolls of wall paper will change appearances in a school-room previously noted for looks

of discomfort and for unfavorable impressions. In his own experience as a teacher has the writer more than once witnessed the transformation effected by the indicated process.

Where repairs and improvements appeared specially necessary attention of the trustee was called to the matter through the entry in the school register or otherwise, and the commissioner has been gratified to learn that his suggestions have been duly received in several districts, and hopes to find that there has been a compliance with his requests. School-houses must be made clean and comfortable, and also be provided with proper furniture and needful apparatus for the greatest educational success.

Union school district No. 10, Cazenovia, formed from districts 10, 17, 21, retained the three school-houses of those districts for years; but this year has built a new school-house connecting one of the old edifices which was thoroughly repaired and in making of the combined structure a very convenient school-house for the use of the excellent school now maintained in it.

Joint district No. 16, Sullivan and Cicero, has also repaired its school-house, and has now an improved edifice for the enjoyment of its children. Other districts have made repairs which will give the comfort of those interested. The repairs of the school-house in district No. 14, Cazenovia, in which the pleasant village of Woodstock is situated, have much improved the appearance of the school-rooms, and will, therefore, promote the comfort of the teachers and pupils in their important work. It is to be hoped that the progress of improvement will continue to inspire the intelligent people of all districts, until the school-houses where their children study six hours daily, five days in the week, shall compare favorably with the churches where the parents worship one hour, one day in seven.

District No. 26, Lenox, one of the districts into which the flourishing village of Oneida is improperly divided, has built in addition to their school edifice, making more ample provision for a large school, which compares favorably with the best of its institutions in the commissioner district.

In this connection, it appears proper to state, that the three districts in Oneida and vicinity ought to be united and made a union school district with its special powers and privileges. The three districts alluded to have a school population of one thousand and five, and an aggregate assessment of \$1,513,780. It is to be hoped that were the districts united, they could maintain a well equipped school that would be a greater honor, and a more important benefit to the community interested, without a material addition to the expenses.

Perhaps the best school-house in the commissioner district things considered, is that of union district No. 7, Lenox, located in the village of Canastota. The estimated value of the school-house \$16,000; site, \$1,800; district assessment, \$563,342. The school is in the first class of our schools, under its present efficient corps of teachers. The educational interests of Canastota and vicinity would be promoted by the union of its two districts, Nos. 7 and 20, whose edifices are so near each other that pupils in No. 20 could attend

No. 7 school without material inconvenience, and *vice versa*, so that both school-houses might be retained and used so long as desirable.

The schools of the district are generally conducted, so far as the observation of the writer has extended, in accordance with the methods long established in most of our rural districts. The few exceptions are mostly confined to the union and other village schools, in most of which, improved methods have been introduced to the advantage of all concerned. Most of the teachers employed in the common district schools do not engage in teaching as a profession; but it is, with most of them, a mere temporary employment for immediate pecuniary results; hence, they desire to realize the greatest possible income, for the least labor and expense to themselves. Few of them read educational journals or other publications designed to instruct them in the art of teaching; and most of them do not even provide themselves with the text-books used in their schools, depending upon borrowing from their pupils, whose books they have occasion to use in conducting their recitations. The great majority also teach but a single term in the same school, hence do not incline to introduce new methods, but pursue the beaten rut of their predecessors. The work of changing all this for a better state of things, can only be accomplished under a school system in which the position of teachers shall be more permanent, and the incentives to pursue improved methods of teaching more effective. Then we may expect to have professional teachers in our schools who will make teaching their life-work; thus securing improvements in methods, and corresponding efficiency in results.

The Madison county teachers' institute, conducted by Professors Lantry and Kennedy, was held in Cazenovia, September 17-23, 1881, and, as was to have been expected under their skillful management, was a success. The presence of the Superintendent of Public Instruction, Thursday, September 22, was an honor and a privilege which was duly appreciated by the institute, and the many citizens who listened to his instructions and counsels, and were also permitted to hear his address in the evening.

Examinations for the accommodation of teachers desiring certificates to teach were held in all the towns of the district, two being given in the large town of Lenox; but few, comparatively, of the teachers attending them. The commissioner had hardly, however, commenced the work of compiling the digest of trustees' reports for the Department of Public Instruction, before letters began to be received by about every mail, asking for certificates to teach, or for the indorsement of the certificates of other commissioners. To meet these demands (they were literally so in some instances), other examinations have been held, and more may be, as it is not deemed proper to give certificates without examination, in ordinary cases. A practice has grown up in this, and, perhaps, in other commissioner districts, of indorsing certificates, for which indorsement there appears to be no authority of law; and, as a matter of policy, it does not appear to be either expedient or wise, however it may favor the indolence or penuriousness of those concerned in the operation. The commissioner certifies that he has examined the holder of the certificate, also is paid for making the examination; and ought, therefore, most certainly to perform the duty faithfully, in the interest of the schools as well as

of the teacher. It is no favor to the competent teacher to be exempted from examination. Such teachers court the exercise, knowing that it will not only demonstrate their fitness to teach, but stimulate them to greater excellence. Those who most need to be examined are the only ones generally who seek to evade it. To my mind, the commissioner should be firm, and, in all but those exceptional cases, which may be found occasionally, conform to the strict letter of the law, and examine all applicants before certifying to their learning and ability to teach. Besides examinations for first grade certificates, in ordinary cases, it would be well to know, from personal observation, of their school work, somewhat of their fitness to teach, and their skill in school management.

The plan of having the questions for the examination of teachers issued from the Department of Public Instruction, and the examinations made uniform in matter and time, appears to be a good one, and well adapted to secure better qualified teachers. The questions would need to be carefully prepared and not made too difficult, however, or some of the commissioners, judging from some that the writer has known, would need a special preparation, or it may be, a suitable key to the questions, to conduct such examinations successfully.

Just here seems to be the proper place to state that our wise legislators have not evinced the highest wisdom in interdicting the employment, by the agents of the people, of any but duly qualified teachers to teach in our public schools; while the people themselves, in the exercise of their sovereign power, are permitted to fill the more important position of commissioner, with incompetents, who are empowered to grant certificates to others, which they do not themselves merit. Surely, means ought to be devised to secure better qualified officers than the average of those elected in some commissioner districts, or else the salary should be reduced to correspond with the capabilities of the incumbent, who is often but a second grade teacher, commanding, as such, a salary of less than \$10 per week, and to whom a salary of \$500 per annum would be ample compensation for such services as he is able to render.

Many of the commissioner districts are too large and contain too many schools to be effectively supervised by one man. Let the board of supervisors be authorized to increase the number of commissioner districts in the county, dividing the State apportionment for commissioners' salaries *pro rata* among them; but in no case to reduce the commissioner's salary below \$500 per annum, including the amount received from the county treasury. Madison county contains 224 school districts, enough to make four commissioner districts averaging fifty-six schools, respectively — all that one man can efficiently supervise. No doubt there would be an abundance of candidates, equally as well qualified as the most of those who now strive to obtain the office, still seeking it as the summit of their political hopes and aspirations.

In this connection it seems proper to state that means ought to be devised to separate the election of school commissioners from partisan politics, as is done in regard to other school officers. For this purpose, and other good reasons, change the school year to July 1, and the annual school meetings to the second Tuesday in July, and once in three years have an election of school commissioners on the same

electors voting in their respective election district, as at general elections, qualifications of voters being the same as at school-meetings, hence in election districts being substituted for residence in school districts only.

With the adoption of a proper township system a still better plan of electing these important officers could be substituted.

The annual reports of the district trustees still manifest that many incompetent persons are yet elected to these important offices. Very many of the reports were found defective, some of them so much so as to necessitate corrections that could only be secured by correspondence; and, in some few instances, even thus the proper statements were not obtained. Possibly, were the duty of making the reports, especially the statistical parts, devolved upon the district trustees, a moderate compensation being allowed them for the service, it might be more correctly performed.

The term for which the writer was appointed is soon to close. It is his purpose to devote the few remaining weeks of his service to visiting the schools of the district, that he may note repairs and improvements made in school buildings at his suggestion; observe, also, the general conduct of the schools, and, where convenient, by lectures or otherwise, endeavor to interest the people in the promotion of educational interests.

He can but regret that the opportunity to benefit the schools is so short, but he hopes to have the satisfaction of evincing a desire to render his service possible in a cause which he earnestly wishes to promote.

Now only remains for me to express my gratitude to many friends who have aided me by sympathy and hospitality, in this important service, and to tender to the Department of Public Instruction, and especially its honored head, sincere thanks for favors received.

Educationally yours,

WILLIAM B. DOWNER,

School Commissioner.

AZENOVIA, November 27, 1881.

MONROE COUNTY — FIRST DISTRICT.

1. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—It affords me pleasure to comply with your request by submitting to you a report at the close of my official term, setting forth my views of the wants and conditions of the schools which have been under my supervision, and to which I have given three years of unremitting labor.

Upon entering the work, I found much to commend, more especially satisfactory, and most in that peculiar condition which

required careful and judicious handling to bring about desired results. In many districts new school-houses were needed; extensive repairs in others, and in nearly all a lively and healthful interest in school work must take the place of wasteful negligence and general apathy. Such obstacles and findings are no doubt reported by many an earnest commissioner, and I have thought that perchance from the oft-repeated story you might properly infer that either the commissioner's system is a failure, or that casting sinister reflections upon the work of a predecessor had become largely chronic. I am free to say that I do not believe either conclusion true or just. The fact is the work demanded of one man in most instances is too great to be effective in all desired departments, and the term of office too short to make his influence felt so as to become a moving power among the people. I would ask, of what advantage are institutes, method instruction and thorough examinations, when after all this, the teacher is set to work in a room furnished with miserable desks, a blackboard three by five feet, an entire absence of school apparatus, and when the trustee is called upon for crayons, brooms, etc., the teacher is compelled to listen to a growling lecture upon the pure deviltry of youth and the outrageous swelling of taxes before agreeing at some future time to supply seventy-five cents' worth of school wants?

The greater want or need at present is to awaken interest in schools, beginning with the single district, extending the work till all have been made to know and feel that enlightened citizenship can only be obtained through the efficiency of school work, and that in thoroughly furnished school-rooms, and at the hands of well-trained teachers. For this end, the office of school commissioner should not be connected with political action. The qualification of incumbents should include character, ability and experience. Character, that their influence may extend in the right direction; ability, that their educational power may command the respect and co-operation of the best teachers and the educated class of society; experience, that he may bring to a large majority of the teachers ripe and well-digested methods of school work, school government and discipline; thereby easily demanding and obtaining good work in the school-rooms as well as satisfactory results. As heretofore, I report improvement in the condition of the schools, not however to that degree in which nothing further is needed. I would respectfully refer you to abstracts of trustees' reports of 1881, noting increased attendance, new school-houses, etc.; several school-houses were thoroughly repaired during the year. Total number of visitations, 186, since January 1; a full half-day spent in each school.

The institute held at Fairport this year conducted by Professors Lantry and Kennedy was pronounced by the best teachers of the county as exceeding all others held here, in the amount of available instruction and subjects for studied thought. Total attendance, 248. Average daily attendance, 166. Subsequent examinations of teachers, embracing in part the work of the institute, proved the fact of close attention and careful notification of points as well as study and thought thereupon. I inclose a set of slips containing such examination questions, for your perusal.

TEACHERS' EXAMINATIONS.

Preliminary.

[NOTE.—Answers to Nos. 5 and 11 may constitute examples of proficiency in English composition.]

1. Give *full* name, address, age, terms taught, and when educated.
2. Give grade of last certificate and by whom granted.
3. Did you attend the last county institute? If so, how many days present?
4. Do you take any educational papers or magazine? Give name.
5. What is the grand aim of the teacher's work?
6. What are the teacher-needs to reach such aim?
7. How will your teaching ability and success be noted?
8. State effects of such success upon your pupils?
9. How are possible results best obtained?
10. How do you measure *progress* on the part of pupils?
11. How do you measure your own?
12. What part does *method* play in teaching?
13. How far do *results* depend upon *method*?
14. What *accepted methods*, in some form, have you used in school work?
15. Mention four observable and common mistakes made by teachers in educational work.
16. State briefly the difference between *primary* and *advanced* instruction.

MISCELLANEOUS.

[NOTE.—The figures at the end of each paragraph denote number of credits, 145 total. Required, 80, 100 and 130.]

1. What faculty of the child should be addressed upon the first presentation of a subject? (5)
2. What is necessary to the growth of the mnemonic faculties? (2)
3. What faculty is most exercised in the study of grammar as a science? (2)
4. What do you consider *good order* in school? (5)
5. Should a program provide for study as well as recitation? Why? (1) (4)
6. Define school economy. (5)
7. Define political economy. (5)
8. Why should the wise teacher carefully study the individual gifts, tastes and aptitudes of pupils? (5)
9. What relation should the *acquisition* of knowledge sustain to its *application*? (5)
10. Write three characteristics in which the experimental teacher and the scientific teacher differ. (10)
11. What event in American History can you mention, by which crowned heads have been taught that a people can govern themselves? (10)
12. What are the two most important lessons for American youth to learn, having in view the perpetuity of our government? (4)
13. To what in the life of Washington, Lincoln and Garfield illustrating such lessons, could you point? (10)

14. When, where and by which side was the first shot of the rebellion fired? (3)

15. Name and locate the penal institutions in the State of New York? (5)

16. What States did Clay, Calhoun and Webster represent in the United States Senate? (5)

17. Describe the organs that circulate the blood through the body, and their action. (10)

18. What are the qualifications of a President of the United States, as defined by the Constitution? (10)

19. Why cannot a supervisor hold the office of trustee? (1)

20. What three Presidents of the United States died on the fourth of July? (5)

Geography.

NOTE.— Re-write the following formulas, placing after the figures the answers.

85 points. 60, 70, 80 required.

1	Kinds of Geography.	$\left\{ \begin{array}{l} 1 \\ 2 \\ 3 \\ 4 \end{array} \right.$	2	Position of the Earth.	$\left\{ \begin{array}{l} 1 \\ 2 \end{array} \right.$
3	Form.	$\left\{ \begin{array}{l} 1 \\ \text{and proofs.} \\ 2 \\ \text{and proofs.} \end{array} \right.$	4	Motions.	$\left\{ \begin{array}{l} 1 \\ 2 \\ 3 \end{array} \right.$
5	Land.	$\left\{ \begin{array}{l} \text{Divisions.} \\ 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ \text{Surface.} \end{array} \right.$		Mountains.	$\left\{ \begin{array}{l} 1 \\ 2 \\ 3 \\ 4 \end{array} \right.$
6	Soil.	$\left\{ \begin{array}{l} 1 \\ 2 \\ 3 \\ 4 \\ 5 \end{array} \right.$		$\left\{ \begin{array}{l} \text{Fertile.} \\ \text{Sterile.} \end{array} \right.$	

Productions.	1	—	{ 1 2 3		
	2	—	{ 1 2 3 4	8 Races.	{ 1 2 3 4 5
	3		{ 1 2 3 4		
Government.	{ 1 2 3 4			10 State of Society.	{ 1 2 3 4 5

11. What zones have four seasons? Why?
12. What determines the position of the Tropic and Polar Circles?
13. Bound the town in which you live, tell how it is drained, give the number of school districts in it, and its population.
14. What is the situation of places having the same length of day and night that we have?
15. Describe the Genesee river, naming the counties through which it flows?
16. A merchantman is to sail from New York city to Manchester, England; discharge cargo and return *via* Rio Janeiro. Name two leading articles exported by the United States to make up a cargo for Manchester; two from England suitable for Rio Janeiro; two from Brazil for New York.

I have felt the need greatly of a general statute or your own published order in regard to examinations, and the granting of certificates. Thorough and effective work—work producing possible results—can be performed only by those capable of passing a complete and comprehensive examination. In order to present such to the teachers, and make the necessary demands, and save one's self from the anathemas of parents, and the unqualified applicants, the Department must furnish examination papers, stating demands or percentages on different grades of certificates, as is the case with the Regents, or the office of commissioner must be removed from politics. I heartily concur with the several amendments to the School Code made last winter, but would call attention to two other points which should receive legislative attention, viz.: The school year to commence August 1; annual meeting to occur on the first Tuesday evening of same month; also to do away with useless apportionment of library money.

In making my bow as I step "down and out" of office permit me to hope that my statements and suggestions now and heretofore made will meet your approval, at the same time extending to trustees and teachers for courtesies received, and to your Department for information granted, my most sincere thanks. I am, sir,

Your obedient servant,

LUCIUS N. ALLEN,

School Commissioner.

HONEOYE FALLS, December 12, 1881.

MONROE COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I have the honor to submit the following report of the work accomplished during the past year in the second commissioner district of Monroe county, and the present condition and wants of the schools under my jurisdiction.

I entered upon the duties of the office of commissioner on the first day of January, 1881, having been elected for one year to fill the vacancy caused by the resignation of Allen J. Ketcham.

The requirements of the district, to the fulfillment of which I have given my best energies and entire time, have been somewhat trying, owing to the long-continued illness of commissioner Ketcham.

The district comprises the ten towns west of the Genesee river, and is divided into one hundred and twenty-one school districts, in which there have been employed one hundred and forty-one teachers.

I have held seven public examinations of applicants for teachers' certificates, and have made two hundred and nine visitations. I have found the teachers, with some exceptions, generally faithful, energetic, successful workers, and several of them peculiarly well fitted for their high calling.

The teachers' institute, held at Fairport, in September, proved, under the interesting and able instruction of Professors Lantry and Kennedy, a source of personal satisfaction and edification to those who attended it.

Of the one hundred and twenty-one school-bouses, one hundred are in good condition; the remaining twenty-one stand very much in need of repair. I confidently expect, however, to see seven of these replaced by new buildings in the near future.

The libraries, by reason of negligence in the past, are many of them scattered and lost, while those whose existence is known are generally worn out and useless.

The apparatus, of which there is but little in the district is, with few exceptions, in poor condition. In my visitations I have found a great want of uniformity of text-books, and have met with many complaints from teachers on account of this hindrance and growing evil.

My aim has been to supply the schools with competent and earnest teachers, to guard against the renewal of certificates in the hands of the inefficient, to aid and encourage the inexperienced, to approve good and faithful work, and to raise the standard of excellence.

Thanking you for advice already given, and hoping for a continuance of your favor, I am, sir,

Very respectfully,

Your obedient servant,

JEREMIAH SMITH,

School Commissioner.

SOUTH GREECE, December 29, 1881.

MONROE COUNTY — ROCHESTER.

NEIL GILMOUR,

Superintendent of Public Instruction :

— In compliance with your request of the 20th inst., for a re-
the condition and wants of the public schools of this city, we
state that there has been but little change in their general con-
since our last report. The most noticeable, however, is the in-
number of pupils that we have recently received from the pri-
d parochial schools. The belief is now quite general here, that
truction and drill received in the public schools are much more
gh than in the other schools; and this is every year made more
re conspicuous, and striking at the Regents' annual examina-
entrance to our free academy. As a rule, the pupils from the
schools who try the examination and fail are the exception;
he reverse of this is true, as applied to the pupils from the other
. The test is a strictly impartial one, and the glaring differ-
scholarship which the examination discloses in favor of the
from the public schools is too manifest not to arrest the atten-
our citizens; and this, with other reasons, has caused an un-
urge accession to the public schools, of pupils who have hereto-
ended elsewhere.

of the other causes which has probably contributed to this re-
the greatly improved sanitary condition of our schools. In
struction of new, and in the alteration of old buildings, the
of heating and ventilating them in a manner to secure the
t amount possible of pure air, is receiving the attention and
eration of our board of education that its importance deserves.
ear one new and two of the old buildings have been provided
ie best steam-heating apparatus procurable, which, in connec-
th the modern and improved arrangements for ventilation,
hem in this respect all that can be desired. This makes five of
grest buildings which are thus heated and ventilated, and the in-
is to gradually remodel and equip all the public school build-
a similar manner.

it looks now, that with our improved school accommodations
which the other schools cannot compete); with the advantages
ruction which the graded system and a limited number of
to each grade confers; and the fact that the schools will be
entirely free from sectarianism that all nationalities of what-
ade of religious belief can have no reasonable grounds for not
zing them, with these, and other advantages in our favor it
o great prescience to foresee that the time is not far distant
he public schools will absorb all others.

onclusion, we will only say that the present condition of the
schools of Rochester is very satisfactory. Of course, further
ement is attainable; but we are glad to be able to report pro-
and to enable us to carry forward the good work to still greater
nce, we must ask further time.

o our wants, we do not know that we have any within the

power of the Department to gratify. We might possibly, if it were forced upon us, use a little more money from the State to good advantage, and if the Legislature in its wisdom should divert a portion of the fund that is now used by the Regents for the support of the academies, to the people's academies, the common schools, we might possibly be induced to accept our share.

With thanks for the interest which the Department has ever shown for the prosperity of the public schools of our city,

Yours very respectfully,

C. N. SIMMONS,

Superintendent.

ROCHESTER, October 26, 1881.

MONTGOMERY COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your recent request, I have the pleasure to submit the following report.

This commissioner district includes the whole of Montgomery county which is composed of ten townships, embracing within its limits one hundred and fifteen districts having school-houses in this county, and fifteen joint districts having school-houses in other counties.

Of the one hundred and fifteen districts, one hundred and four are common school districts, and eleven union free-school districts. Two of the union free-school districts have academic departments both of which are doing thorough work. There are ninety-eight frame, thirteen brick, and seven stone school-houses, whose estimated value with their sites is \$151,103. The average valuation of each school-house and site is about \$1,280. The assessed valuation of taxable property in all the school districts in this county is \$9,325,678, making an average valuation of each district \$81,092. There is in this county about \$1 of school property to \$62 of taxable property.

Two new school-houses were built during the last year, one in district No. 1 of the town of Amsterdam, and one in district No. 5 of the town of Root. Other school districts are expected in the near future to follow the worthy example of their progressive neighbors.

The number of licensed teachers employed at the same time for twenty-eight weeks or more was one hundred and fifty-one, while the whole number of licensed teachers employed during the last school year was two hundred and twenty-six, of whom ninety-eight were males and one hundred and twenty-eight were females. Of the whole number of teachers employed, two hundred and eight were licensed by the local officer, fourteen by the State Superintendent, and four were graduates of Normal schools.

The amount paid for teachers' wages was \$48,979.69, an average of \$324.36 per annum. Average length of time schools were taught

36.5 weeks. Total expenditure for school purposes, \$65,178.80. There were six private schools, and two hundred and twenty-five children attended the same.

A parochial school was organized in the village of Amsterdam last April, which drew from the public schools in said village about three hundred children.

The number of children between five and twenty-one years of age residing in this county September 30, 1881, was twelve thousand five hundred and nine, while the whole number of such children that attended the public schools was seven thousand seven hundred and thirty-five. The average daily attendance for apportionment, five thousand and fifty-eight, the actual daily attendance, three thousand six hundred and eighty-five. The number of school districts which used library money to pay teachers' wages, eighty. Amount of land used for school purposes, twenty-eight acres and sixty-five rods.

During the year ending September 30, 1881, I made three hundred and two school visits, averaging nearly one-half day to each visit. I am gratified in being able to say that nearly all the teachers in this county are worthy of the high vocation which they are called to honor. I am fully convinced that frequent change of teachers is detrimental to our public schools.

The number of applicants for certificates was not so large last year as the year previous, which fact accounts for the limited surplus of teachers at present.

The method of written examinations introduced by my worthy predecessor, nearly six years ago, has been strictly adhered to during my official term thus far.

No person under seventeen years of age is granted a certificate of any grade.

Applicants for third grade certificates are required to pass a satisfactory examination in the following subjects: spelling, orthography, reading, geography, grammar, arithmetic, United States History and theory of penmanship.

For second grade, the subjects named, with the three additional: algebra, book-keeping and mensuration. Before obtaining a second grade certificate, the applicant is required to have one year's experience in successful teaching.

Applicants for first grade certificates are required to have three years' experience in successful teaching, and to pass examination in the subjects mentioned for third and second grades, and in geometry, physiology, natural philosophy, astronomy, and civil government.

I verily believe that a uniform system of examination throughout the State would have a strong tendency to raise the standard of teachers' qualifications. It would certainly relieve professional teachers from many inconveniences which, under the present system, (?) they are compelled to suffer.

Four appointments were made to the State Normal schools, last year; two to the Normal School at Albany, and two to the Normal School at Cortland. The public sentiment is, to-day, speaking more loudly in favor of State Normal schools than it was wont to do within a recent date.

There are a few Normal school graduates now at work in some of the schools in this county; I wish there were more.

This county is represented at Cornell University by one pupil.

Many of the schools in this county are not provided with necessary school-room furniture and apparatus. Every school-room should have a dictionary, globe, charts, and out-line maps. The law prohibiting trustees of common-school districts from purchasing maps, globes, charts, etc., without a vote of a district meeting, should be repealed.

One of the important duties of the school commissioner, when making a school visitation, is to carefully view and examine the condition of the school-house and out-buildings. I very much regret that I cannot favorably report the condition of many school-houses, and especially, a great many out-buildings.

In a number of instances, I have been compelled to order trustees to remove nuisances from school grounds.

The practice of allowing school children of both sexes to have recess at the same time, both forenoon and afternoon, when they are not provided with separate play-grounds and out-buildings, has been repeatedly condemned. If I could have the assurance of being sustained by the Department, I would revoke the license of any teacher who would persistently allow a continuance of said practice under the circumstances as mentioned above.

By examining school registers and trustees' reports, I have found a very limited number of children above eighteen years of age that have attended the public school during the last school year. Knowing the above statement to be true, I fail to see the impropriety in making a change in the school age as suggested in my report one year ago. About two thousand of the inhabitants in this county are between eighteen and twenty-one years of age, and I can safely say that about seventy-five per cent. of such inhabitants live in the manufacturing towns. It can, therefore, readily be seen, without further discussion, that rural districts do not receive their just proportion of public money on account of the present school age of children.

In relation to the compulsory education law, I need only to say that it is entirely ignored, and is therefore a lamentable failure.

The Montgomery County Teachers' Association established some years ago, held its annual meeting at Palatine Bridge last May, and continued in session two days. J. W. Kimball, principal of union school in district No. 8 of the town of Amsterdam, was president of said association. A large number of teachers was in attendance, which gave an unmistakable evidence that the efforts put forth for the success of the association were not in vain.

Spencer Billington, principal of school in district No. 1 of the town of Mohawk, was unanimously elected president of the association for the ensuing year. Our county was represented at the New York State Teachers' Association, held at Saratoga Springs last July, by a large delegation of teachers.

The teachers' institute held in the village of Amsterdam, under the direction of Prof. F. P. Lantry, assisted by Prof. John Kennedy, commencing October 17, and continuing one week, was a decided success. There were one hundred and fifty-eight teachers in attendance. During the evening sessions lectures were delivered by Rev. Denis Wortman, of Fort Plain, and Profs. Lantry and Kennedy. Their lectures upon well-chosen subjects were interesting and very in-

structive, and were listened to by large and appreciative audiences. The teachers were so well pleased with the treatment and instruction given them by these distinguished institute conductors, that an earnest appeal has been made to have them appointed conductors of our next institute.

I need not remind you of the many disputes and school district controversies the commissioner is required to settle.

My present term of office will expire with the expiration of this year. During the past three years, I have endeavored to discharge the duties of my office with the best of my ability. On the eighth of last month, the electors of this county expressed an earnest desire to retain me as school commissioner another term. If there be no providential interference, I shall, on the first day of January next, enter upon the duties of the office of school commissioner for the second term.

I fully realize the many responsibilities which will inevitably rest upon me while discharging the duties involved.

It shall be my earnest effort to do all in my power to promote the present interest and future welfare of the teachers and public schools in Montgomery county.

Thanking the Department for its kindness to me, and the prompt replies made to my inquiries during my term of office,

I am, respectfully,

Your obedient servant,

ALONZO GEWEYE,

School Commissioner.

SPRAKER'S BASIN, *December 26, 1881.*

NEW YORK CITY.

DEPARTMENT OF PUBLIC INSTRUCTION, }
CITY SUPERINTENDENT'S OFFICE, }
NEW YORK, *December 7, 1881.*

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request as contained in circular of October 20, I herewith submit a report of the condition of the schools under my supervision, with a detailed statement showing money expended, number of schools, average attendance, and other facts of interest and importance.

The whole amount of money received by the board of education in this city, during the year ending at the above date, was \$3,641,345.30, of which \$593,182.98 was the amount of school moneys apportioned to the city by the State Superintendent. The whole amount expended for the purposes of common school education was \$3,641,345.30, of which the following is a statement in detail:

For teachers' salaries	\$2,525,202 57
For school apparatus	135,430 04
For colored schools	26,139 23
For building, hiring, repairs and furnishing school-houses, etc.....	501,859 82
For all other incidental expenses, viz.:	
For fuel.....	\$79,681 15
For heating apparatus.....	31,718 52
For janitors' salaries.....	101,324 25
For nautical school.....	7,620 00
For officers' salaries, agents of truancy and clerks of trustees.....	79,578 18
For incidental expenses.....	58,008 28
	<hr/>
	357,930 38
For corporate schools.....	94,783 26
	<hr/>
	\$3,641,345 30

The total expenditure for the year 1881 shows an increase of \$245,020.38 over the amount expended last year. This increase arises from the fact that during the year, for the purpose of providing new buildings, better accommodations, etc., the board spent \$501,859.82, a sum greater by \$250,009.88 than that expended for a similar purpose during 1880.

The whole number of schools under the jurisdiction of the board of education, and supervised by the city superintendent and his corps of seven assistants, is 298, classified as follows:

Normal college and training department	2
Grammar schools for males	46
Grammar schools for females	46
Mixed grammar schools (for both sexes).....	12
Primary departments of grammar schools.....	68
Primary schools (separate).....	44
Colored schools.....	4
Evening schools (including the Evening High School)	27
Nautical school (on board the ship St. Mary's)	1
Corporate schools (industrial schools, reformatories, orphan asylums, etc.).....	48
Total	<hr/> 298 <hr/>

The corporate schools, authorized to participate in the school fund are under the immediate care of their respective boards of managers or trustees, but are inspected and examined by the officers of this department, at least once each year, and the results of such examination showing condition and management, are reported to the board of education and the boards of managers or trustees.

During the year, two large buildings capable of accommodating 3,302 pupils were opened, and three additional buildings now in process of completion will be ready for occupancy in a very short time. The board also, during vacation, caused very extensive and thorough repairs to be made generally.

ect to health, accommodations and facilities for education, ls of this city were never in a better condition than they are

lowing table exhibits the average attendance of pupils in of schools for the year, with the number of teachers em- s compared with the previous year :

SCHOOLS.	Average attendance.		Number of teachers.	
	1881.	1880.	1881.	1880.
lege, Training, Nautical and				
y schools	2,222	2,261	55	69
schools	42,985	42,352	1,423	1,395
departments and schools	71,561	69,773	1,647	1,660
schools	559	615	27	34
schools	6,158	7,876	271	339
schools	9,676	9,543	153	153
.....	133,161	132,420	3,576	3,650

ole shows that in the grammar schools, primary departments ls and colored schools, there was an aggregate increase of oils in average daily attendance, and an increase of eight in er of teachers over the corresponding returns of last year. ole number of *different pupils* taught during the year as special reports from the principals was 219,810. Last year 3,889.

ormal College, Evening High School and the Nautical ill continue to do with great efficiency the work for which s especially established. Of the graduates of the Normal f last June, 223 have been duly licensed by the undersigned, of them are now performing acceptable service as teachers in ls.

g the year, the course of study was modified to some extent, ew of making it more simple and practical, particularly in er grades, and of giving more attention to the fundamental

It is now required that compositions shall be written once k in all grammar classes, in the presence of the teachers, jects connected with the oral lessons of the grade, or upon ead and explained in the class-room, and that these com- shall be criticized and rewritten ; also that rapid calculation nple rules of arithmetic be practiced by all the pupils of the ades.

ening schools last term were conducted upon the plan of ion adopted by the board in June, 1880. The careful in- and examination which these schools received by this depart- ow that there were greater punctuality and regularity, and olarship and discipline than during previous years. While ble shows the average attendance was less than it was last great increase in the attendance of adults, for whose benefit

evening schools were originally founded, more than compensates for the loss of attendance by the younger children.

The board of education, January 1, 1881, transferred the compulsory education department to the undersigned.

Respectfully submitted,

JOHN JASPER,

Superintendent.

NIAGARA COUNTY — LOCKPORT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The report submitted from this office one year ago treated particularly of several important changes then just effected in the school system of this city, among which were the re-organization of the gradation, the revision of the course of study, and the reduction of the daily session from six hours to five.

I have the honor now to report the successful operation of all those measures, and the marked improvement they have produced in the condition of the schools. The new features are now among the most important of our system, and as such claim brief attention in this report, although they were considered, at length, in the last.

GRADATION.

As to the gradation, its leading feature is its combination of yearly grades with half-yearly class intervals. The new scheme is now in complete and regular operation. The grades of study remain as before—a year in length. The pupils, however, are divided into classes following each other through the course of study at intervals of but half a year. As a rule, each teacher has charge of two of these classes, each completing a year's work under her instruction. At the opening of a school-year the lower class in any room stands at the beginning of a grade of study, while the higher class begins at the middle point. At the close of the year the lower class will have finished the grade, and the higher will have reached the middle point of the next higher grade, still maintaining its lead of half a year. It will be observed that the year's work of the lower class laps half way by that of the higher, *i. e.*, the lower class does the same work in the latter half of the school year that the higher does in the former half. In like manner the year's work of the higher class in one room laps half way by that of the lower class in the next higher room. It is this lapping of one year's work upon another that produces the half-yearly interval between classes, while the grades of study remain a year in length.

Experience has demonstrated that this system has important and peculiar merits. The old plan caused injustice and discouragement by compelling those pupils, who lacked the qualifications for continued

advancement with their several classes, to drop back a whole year, although, as a rule, their deficiencies could have been made good in half that time or less. Under the new scheme such pupils lose but half a year, and the delay is but little, if any, more than they actually need to enable them to recover lost ground. But the advantage to the bright and ambitious pupils is no less important than to the dull and backward. The distance between classes is so short that those possessing ability to do extra work—and there are such in every school—have but little difficulty in overtaking the class just in advance, and so gaining time. This they are at all times encouraged to do, and whenever their qualifications are found sufficient they are promoted at once. This discretionary promotion of individual pupils, made without reference to a general transfer at a fixed time, have already become a prominent feature in the workings of the new system, care being taken that none shall be kept idle in a grade too low for them, nor, on the other hand, urged forward beyond their strength.

One year was chosen as the length of the grades, rather than half a year, in order to prevent the too frequent recurrence of general re-classifications. As re-classifications occur only on the completion of a grade, the longer the grade, the more infrequent the re-classification. The opinion expressed in my last report is still held, that the examination tests upon which re-classifications are based may be too frequent. These tests, though called examinations for promotion, would more properly be termed examinations for detention, since it is their purpose and effect to call promotion into question. Occurring too frequently they keep the pupil in constant danger of losing his place in his class. The undue anxiety thus induced cannot but be opposed to the best interests of the child as regards both his physical health and his intellectual development. Under the operations of the present system pupils remain a whole year in charge of one teacher, and, except in the cases of a few, the question of their continued advancement does not present itself until the year is at its end. There are, however, examinations at different times during the year, but these are of the nature of reviews, and do not bear directly on the question of promotion.

In a word, the present scheme of gradation combines the elements of stability and flexibility, and it is believed that it is as well adapted to the needs of the schools of this city as any other known plan. The long grades promote the general good by obviating friction and furnishing conditions necessary to intellectual development. On the other hand, the short intervals adapt the system to the needs of individual pupils, permitting them to advance slowly or rapidly as their peculiar circumstances and abilities may require.

COURSE OF STUDY.

It is not too much to say that the course of study as revised last year has resulted in improved work in every subject and every grade. In no subject has there been greater improvement than in language. Besides the varied exercises designed especially for language development, there has been constant effort to make correct expression, both oral and written, a matter of every-day practice. Common errors of

speech are corrected as they occur, and every written exercise and recitation, whatever the subject, is made an exercise in the use of capital letters and punctuation marks, as well as in spelling and penmanship. It is recognized as a principle of vital importance that any system of language training which does not have its effect in the *habits* of the child is of but little value.

Among both teachers and pupils there is a greatly increased interest in the subject of reading. This is but the natural result of the rational methods of instruction employed. In teaching beginners a combination of the word, phonic, and sentence methods is used. The sentence method is a practical recognition of the principle that true oral reading is the expression of thought. The little ones are taught, from the first, to attempt to read no sentence aloud until they have first read it through mentally to get the thought. The thought having been thus apprehended, the sentence is then read aloud as the expression of the thought; and it has been found in actual experience that the thought controls the expression to such an extent as to produce almost the same naturalness and animation in reading as characterize the child's spontaneous speech. The phonic method is introduced at an early, though not the earliest, stage both as a means of vocal drill and as a key by which the pupil is enabled to make out new words for himself.

The action of the board of education in providing supplementary reading matter for all grades has been fruitful of grand results. A great advance has been made as regards the pupil's ability to read well from other books than his school reader. And what is perhaps even better is the fact that the excellence and attractiveness of the supplementary matter have developed a taste for good books and inculcated the habit of reading as a means of gaining information. These far-reaching results, it is needless to say, are not produced by the old practice of confining the reading lessons for a whole year to the meager contents of a single text-book.

In penmanship the aim is to teach children not only to form the letters correctly, but also to write easily, fluently and rapidly. To this end correct position and pen-holding are insisted upon, and much practice is given in exercises for the development of the true writing movement, the movement which employs the arm as well as the thumb and finger. The gratifying results reached indicate that very few who have the opportunity of correct training in childhood need suffer in later life from the disadvantages, not to say discredit, of a stiff and cramped handwriting.

The work in vocal music deserves a much fuller notice than it is practicable to give it in this report. After a year's discontinuance the services of Professor E. H. Nourse have been resumed as special teacher of this subject, and the same remarkable results are again manifest which characterized his former labors. There are, it is true, objections urged against this branch from the economical standpoint, but its success is not disputed. The marvelous proficiency with which children of all grades sing by note, the vocal culture derived, the delightful and healthful recreation afforded, and the morally elevating and refining effect of singing songs of pure and ennobling sentiment combine to make this department of instruction one of the most important of our system.

THE DAILY SESSION.

My last report mentioned the reduction of the daily session of school from six hours to five and stated the considerations that led to the change. It is believed that the reduction has produced none but the best results, among which may be mentioned better health, better eye-sight, better spirits, and even better scholarship.

BUILDINGS.

Lockport will not suffer from a comparison of its school buildings with those of any other city of its size in the State. In point of thoroughness, architectural appearance and convenience of internal arrangement they would do no discredit to any city. Altogether there are six: five "ward school" buildings occupied by children in the first seven grades of the course, and the union school building occupied by the High school and the highest two of the grammar grades. The union school building is the only one constructed of stone, all the others being of brick. The smallest of the ward buildings contains but two rooms; the other four are similar in size and plan, each containing six or seven class-rooms, besides one large room occupied by the principal's class and used also for assembly purposes. All rooms in these buildings are used for both study and recitation, and each is under the exclusive charge of a single teacher. The spacious halls extending from front to rear facilitate all the movements of the school and aid in the ventilation of the several class-rooms. The union building is the largest in the city. The first of its three floors is occupied by grammar grades, the other two by the High school. It contains two large assembly rooms, and eleven smaller rooms used for recitation only. Though the largest building it is also the oldest and best. It has, however, been kept in good repair (about \$1,500 have been expended upon it during the last year) and is still a commodious and comfortable building.

QUALIFICATIONS OF TEACHERS.

As regards the scholastic attainments of the teachers employed in this city, there is abundant reason for pride and gratification. A goodly number hold diplomas from the higher institutions of learning, and nearly all who teach in primary, intermediate, and grammar grades are graduates from our own High school. We have been made realize, however, that indispensable as scholastic attainments are, they cannot supply the place of special training for the profession of teaching.

Of many teachers who are now serving with signal ability and great success, it is no disparagement to say that for lack of professional training their first efforts were little better than a series of failures. And we are constrained to admit that as the result of employing teachers without either training or experience there is too much unskilled and ineffective work done in our schools to-day. But as this community, like most others, is partial to local talent, it is not at present practicable, if indeed it were expedient, to employ normal graduates to the exclusion of those who have completed the course of our own excellent

High school. To overcome the difficulty it is now under consideration to require those applicants who have the requisite scholastic qualifications, but lack experience, to undergo a systematic course of observation and actual practice under the guidance of experienced and skillful teachers in our own schools. Such training, it is true, could not supply the place of a complete course at a Normal school or of more extended experience. It could hardly fail, however, to increase the efficiency of young teachers many fold, and therefore result in inestimable advantage to the schools. It would also develop who of the applicants had natural aptness for teaching, and who had not, thus enabling the authorities to choose wisely when permanent appointments were to be made.

Respectfully submitted,
ARTHUR A. SKINNER,
Superintendent.

LOCKPORT, *December 29, 1881.*

ONEIDA COUNTY — FOURTH DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I submit the following report for this commissioner district, which consists of the towns of Annsville, Ava, Boonville, Forestport, Lee, Remsen, Steuben, Trenton and Western, comprising in all one hundred and thirty-two school districts, two of which are joint, having school-houses in other counties, one in Herkimer and one in Lewis county.

Reports have been received from all of the districts. One hundred and forty-five teachers have been employed for at least twenty-eight weeks during the year.

I was appointed the first of October. Since then my time has been employed thus: October and November, examination of teachers, and making out abstracts. I am glad to report all my schools now in operation, with but few exceptions.

Having just been appointed, I cannot forward as much of a report as I can when I become familiar with my district and the duties of my office.

I offer my thanks to the Department for the patience with which it has borne with me. I remain,

Yours truly,
J. F. HILTS,
School Commissioner.

HAWKINSVILLE, *December 19, 1881.*

ONONDAGA COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—The condition of the schools under my jurisdiction is generally favorable.

Of nearly one hundred schools the commissioner has not found one during the three years, either in summer or winter, that he considered such an utter failure as to call for official closing, and not more than five to ten in each round of visits that were not doing well.

Most of the teachers are young and inexperienced, but they are generally fair scholars, conscientious livers, ambitious and hopeful workers, willing to receive and try to carry out suggestions for the improvement of their schools.

TOWN CONVENTIONS.

During the past winter several town assemblages of teachers and pupils were held on Saturdays, and during the past summer, one was held every Saturday afternoon at the most convenient place in each of my seven towns, at which five to ten schools were represented by pupils and patrons, and a larger number by teachers.

At these convocations of summer schools there was very little discussion.

The commissioner had, early in the term, sent a printed postal to every teacher, naming the time and place of every one of these seven successive meetings, and urging teachers to prepare pupils or classes to take part in the same. The object was, not to permit teachers to brag of what they had done or could do, but to show from their own pupils the result of school-room work. Primary instruction with beginners was made a prominent feature of every summer meeting, in which the new and more advanced modes of training five-year-olds were shown. Music, marching, singing, declamations, compositions, phonics, numbers, language, reading, spelling, geography, writing, drawing, mapping, object lessons, book-keeping and ornithology were among the subjects presented. Every meeting was reported in the local presses. At one meeting over forty teachers were present. One report in the local press says: "The commissioner is doing a good work by holding these town associations, since they bring the teachers together and familiarize them with the *best* methods of accomplishing the *best* results."

SHADE TREES.

The commissioner found only about one-fourth or one-third of the school grounds supplied with shade trees. By talking in the schools, and urging the matter in the local presses, several districts have each, by tax or voluntary "bees," set out from thirty to fifty maples or elms on their school grounds.

LOCAL GEOGRAPHY.

The commissioner found that some teachers knew more of the geography of Africa than of their own town or county. He very easily persuaded C. W. Bardeen to prepare and publish a little forty-eight page geography of Onondaga county, with a separate 10x12 inch school map of the same. Purchasing one hundred of these geographies and maps, and having these maps pasted on thick paste-board, bound and strung with tape, with brass-headed nails and a hammer, one of each was hung up in every school-house, at an extra expense of nearly fifty dollars to the commissioner. A greatly increased interest in home geography is the result.

THERMOMETERS.

Mr. Lewis H. Redfield, a public spirited citizen of Syracuse, has this year given between 300 and 400 thermometers to the public schools in the towns of Onondaga county. These have been distributed by the school commissioners, or fastened to the walls by screws by the commissioners on their visits to the schools. James L. Bagg, Esq., of Syracuse, has also given shade trees liberally, to be set out in school-house parks. Thus the Christian spirit that has founded and supported the education of all is specially exemplified in the do-good spirit toward the little children of such men.

RICH AND POOR DISTRICTS.

To show the contrasts in the pecuniary and other means of supporting our schools, the following table of the five union schools in this commissioner district, and its five weakest districts, has been prepared :

MY FIVE UNION SCHOOLS.		Taxable prop- erty in the district.	Value of sites and school- houses.	Total receipts and expenses.	Number of teachers.	Number of 'w's of school.	Number of pupils.	Number of chil- dren in district.	Average daily at- tendance.
Geddes Union School		\$2,367,300	\$23,500	\$13,159 48	26	40	1,472	2,026	957
Skaneateles Academy		1,370,050	13,250	4,871 53	7	39	470	548	341
Onondaga Academy		457,300	13,000	4,609 23	5	39	306	198	147
Danforth Union School		516,700	8,300	1,602 13	3	38	180	253	110
Brighton Union School		74,500	3,000	1,304 61	3	38	143	176	76
Averages in richest districts		\$957,150	\$12,210	\$5,109 39	9	39	514	640	336
MY FIVE WEAKEST DISTRICTS:									
No. 18, Marcellus		\$90,050	\$450	\$140 62	1	28	8	16	5
No. 11, Otisco		42,830	275	141 99	1	28	19	28	11
No. 1, Tully		44,470	300	114 26	1	28	20	22	11
No. 7, Spafford		82,000	600	173 52	1	28	19	32	11
No. 10, Spafford		47,000	525	117 99	1	28	15	27	5
Averages in weakest districts		\$60,670	\$430	\$137 67	1	28	16	25	9

These five weakest districts occupy two or three times the territory of the five union districts. They have intelligent citizens, bright children, and sometimes good schools. Their teachers have also time for more personal attention and assistance to each of their small number of pupils. These weak districts have the disadvantages of poverty; but the children have also some of the advantages in training children that poverty, rural life, and necessary toil bring; and we cannot surely foretell that the children in these poor districts will not average as industrious, honest and successful citizens as those in the five wealthy districts.

SOLE TRUSTEES.

The advantages of having one executive head for a school district are so great that nine-tenths of my districts adopt it. But where the necessary and very absolute power of trustees is all in one individual, the law very properly forbids his employing a teacher related to him within two degrees by blood or marriage. Would it not be well to carry the same principle of guarding against the evils of self-interest by putting the following language into law? *Nor shall any sole trustee be directly or indirectly interested pecuniarily in boarding his teacher, or furnishing supplies for his school, without a voted permission, at a school meeting.* Where there are three trustees the law might permit two to hire a relative of a third trustee, or hire him to board a teacher, or furnish supplies, as is now the rule in boards of education for union schools. But a sole trustee will sometimes even pay extra wages to a teacher, on the understanding that the teacher shall pay extra wages to said sole trustee for board, and sometimes there is trouble between trustee and teacher when the boarding place is changed. Three years experience of one school commissioner justifies the assertion.

Change the 140 to 150 or 160 divisor. During the past year, the law has very properly changed the qualifications of voters from owners liable to taxation to owners of property that have paid a tax. Perhaps it was well also to change the divisor for average attendance to 28 weeks or 140 days. Still this change in the law will increase the public money of the strongest schools, and diminish that of the feebler districts. During the past year, fourteen of my districts had schools only 28 weeks, four 29 weeks, eight 30 weeks, eight 31 weeks, twenty-four 32 weeks, four 33 weeks, eight 34 weeks, three 35 weeks, five 36 weeks, four 38 weeks, three 39 weeks, six 40 weeks, and one 44 weeks. As less than one-fifth are voluntarily under 30 weeks, and about one-third under 32 weeks, it seems that, after one year's notice, the law might very properly and easily raise the legal school year to 30 or 32 weeks and make the constant divisor 150 or 160.

FEMALE SUFFRAGE.

Suffrage, at school meetings, in the Empire State, has given women the lion's share. This is certainly so if other laws about husbands, wives, and their children are right as they now stand. To illustrate, let us call to mind that the majority of men and women become husbands and wives without owning property that has been taxed, and,

also, without children. In a few years the majority of these partnerships has both. Suffrage at school meetings is given on only one or two things, ownership of property that pays a tax for the school, or ownership or legal control of a child that has attended the school eight weeks.

It may be said that the mothers own as much of children as the fathers. That sounds natural and well. But is it law? Who, in law, has the legal control? It may be said the wives have worked as hard as the husbands in securing property, and therefore the after-marriage accumulations should be owned equally by both. For example, half of A. T. Stewart's estate should have been legally his wife's. Fortunately or unfortunately this is not law. It is a great question that has many and various bearings. But it must be admitted that the present law is a violation of general principles. At twenty years of age A and B, without property or children, marry. At thirty A owns a farm and votes at the school meeting; but B cannot vote for she has no children. C and D, of the same age, marry and they have children, but no farm. C and D both vote on the children rule, which is only *double representation*.

Does not consistency require that our whole system of law about married life accumulations of property control, and child control or ownership should be changed, or else the law of 1881 should be changed in one little clause that will give women just the same rights as men in accordance with general laws and no more, no more and no less. If taxable property has no male representative at the school meeting let it have female representation there by a vote. So with the school child, if it has a male representative there, let that suffice; if it has not, give its female guardian or supporter a vote there. But to give double suffrage for the child is a legal anomaly, while single guardianship is law.

SCHOOL COMMISSIONERS' QUALIFICATIONS.

It is very unpleasant for any school commissioner to take ground against the recommendations of the State Superintendent of Public Instruction and the majority vote, again and again, of brother commissioners.

But it is believed that all these men are liberal enough to willingly allow, yea, even to desire, that the strongest objections to any proposed school legislation be brought forward before such legislation shall be adopted. It is generally conceded that the majority of our best school commissioners are college graduates, Normal graduates, or holders of State certificates granted upon examination. But are not some of our best commissioners also outside of these classes? If so, is it fair or honorable in those who have had college opportunities, perhaps only by the superior wealth of their parents, to call legislative enactments to their aid in the struggles for a livelihood with those who have had less scholastic training? Should not the right of suffrage also include the right to hold office, the right of voting the right also to be voted for?

Half of the children in this State are supervised by 112 school commissioners, and half by city superintendents. Why make a restrictive rule in the country and not the same for the cities? Have not a ma-

majority of city superintendents and city principals of schools from Brooklyn to Buffalo always been outside of these three classes? Will the ablest college and Normal graduates accept any salary a school commissioner has received or will receive, with all the chances of the caucus, the convention, and party strife, while law, medicine, divinity, the principalships of our largest schools, and all the prizes of commercial and business life are open before them? Would not the result often be that the graduate without experience or the graduate who had failed in other employment would be the only choice the public would have? Does not the office require administrative ability, experience, tact, discretion and zeal much more than superior scholarship; and are not these very often found among those who have grown up as teachers in every grade of public schools, as business men have grown up and great generals too by the constant schooling of business life or of war?

It may be said that the present law allows and elects incompetent commissioners. Admitted. But voters are taught by their mistakes even more than by their successes; and it is generally admitted that every election improves the average quality and devotion of those who hold this office.

If the principles of this attempted legislation be correct, no man should be sent to Albany to repeal or enact laws who has not graduated from a law school; and no one should be elected President of the United States and Commander-in-Chief of its army and navy, unless he is a graduate of West Point and Annapolis.

As two of the three members of Assembly in Onondaga county were graduates of Yale College, the undersigned approached them on this subject with some misgivings. One replied orally that Assembly bill No. 106 was *class legislation* and he was, therefore, opposed to it. Another wrote me March 23, 1881,

"I shall not vote for the passage of Assembly bill No. 106, unless I lose my senses."

The unasked for letter of the remaining member is as follows:

"STATE OF NEW YORK,
ASSEMBLY CHAMBER,
ALBANY, March 26, 1881. }

W. W. NEWMAN, Esq.:

DEAR SIR. — Yours of the 21st received. Your head is level. I am against the bill, and it cannot pass.

Respectfully yours,
T. G. ALVORD."

All of which is respectfully submitted.

Respectfully yours,
W. W. NEWMAN,
School Commissioner.

SOUTH ONONDAGA, November 30, 1881.

ONONDAGA COUNTY — SYRACUSE.

NEIL GILMOUR,

Superintendent of Public Instruction:

R.—In compliance with your request, and in addition to the social and statistical report already forwarded, I hereby submit a report in relation to the condition of the schools under my supervision.

The year, which closed the first of last July, was in some respects marked than any preceding year. The winter had been long and severe, and many of the diseases peculiar to childhood prevailed more extensively than usual. All these combined interfered with the attendance at the schools, causing more absences and greater irregularity than we are wont to have. The expense for carrying on the schools was considerably increased by the inclemency of the winter. The irregular attendance affected the progress of the classes seriously, so that most persons would be willing to acknowledge, notwithstanding these hindrances the schools of the city have done good work, and some progress has been made.

The total registered attendance for the year was 9,331, the average number belonging was 7,547, and the per cent. of daily attendance on number belonging was 95. The effects of the long winter and diseases among children are seen in this lower percentage of attendance than former reports present.

As to teaching, it is the opinion of all who claim to know about our schools, that we are steadily gaining in improved methods, in the interest and attention of pupils to the studies they are pursuing. We claim more developments of thought and more practical application of the principles of the subjects considered, than at any previous time in the history of our schools. I spoke of penmanship, in my report of last year, stating that the appointment of a teacher in that branch had been the guaranty of greater progress than any previous year could show. This progress has been more marked during the last year, and the results are seen in all writing by pupils, whether in the copy book or in daily writing in ordinary school work, or in letter writing. The influence is felt in every department, and in the lowest primary grades we are getting results which, to us, would have been marvelous a few years ago. Progress has been made in drawing, equally noticeable during the year. Instead of slow patchy lines, pupils now make continuous, even and smooth lines, and although they are not the work of artists, they are an improvement on former work.

We have made advancement in designing as well as in the quality of the lines, so that now we find better proportion, more symmetry and less violation of the forms in nature than could have been found in the designs of some of the children heretofore. It is something to be proud of that drawing is not alone making lines, even though they may be never so well done.

The accommodations provided by our city thus far have been ample for all who have applied for admittance to our public schools, so that

none have been turned away. We always have had as many sittings as would be needed for the entire number belonging in our schools.

During the year, one large new building has been completed and occupied, which comes nearer to providing for all the necessities of a good school-house than any other such structure in our city. It is divided into rooms, one for each teacher, which are large, well lighted, thoroughly ventilated, having sufficient blackboard space, and seated with single desks, good dressing-rooms, also warm and ventilated, light and roomy halls, broad stairways, good and sufficient water supply, convenient for the use of pupils and teachers as well as for the proper cleaning of all parts of the building, and situated on high ground in a good neighborhood. This building will accommodate nearly 700 pupils and requires twelve teachers. The basement, except so much as is needed for the furnaces and a supply of fuel, is used as a playground, and being high, well lighted, and having a hard cement floor, furnishes a convenient and excellent place for pupils in extremes of weather, which is greatly appreciated by them. A constant flow of good pure water in the basement, so arranged as to prevent spilling or overflow, affords conveniences for drinking at recesses and before the commencement of school at morning and noon, which, having once enjoyed, teachers and pupils would be unwilling to part with.

The other buildings in the city are in good condition, although destitute of many of the conveniences of the one just described.

TRAINING CLASS.

At the beginning of last year a training class for the instruction of teachers desiring positions in the public schools was organized and carried on under a competent and experienced teacher. Fifteen young ladies took the course and graduated, receiving the certificate of the board of education, which entitled them to enter our schools as teachers, whenever vacancies should occur. Most of these young ladies have already been appointed, and have shown, by their ability to enter at once upon a teacher's work with skill, that the training class has proved an excellent thing for our schools. Instead of having to learn many of the principles of education and instruction by repeated failures and blunders which are injurious to the children who may happen to be put under the care of an inexperienced teacher; now the young ladies acquire a very clear idea of what constitutes true teaching before being put to a teacher's work.

During the last three or four years our board of education have been gradually changing the school buildings from large assembly rooms with recitation-rooms to small rooms, each room to be under the charge and care of the teacher. This course is proving beneficial to the schools. The teacher in charge can know more intimately each of her pupils, can better supervise all their work, and can know if for any reason they are not doing as they ought, and provide for its proper correction. Discipline has been reduced by this change to be of very little moment, so far as taking the time, if a teacher is concerned, for by skillfully keeping all her pupils at work, the teacher can know that mischief and play can have

the opportunity for development, the work of the school being sufficient to require all their time, and with the younger children is as much as play.

Our motto is "onward, constantly onward."

All of which is respectfully submitted.

EDWARD SMITH,
Superintendent.

SYRACUSE, November 24, 1881.

ORANGE COUNTY — FIRST DISTRICT.

MR. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The general condition of the schools under my jurisdiction I think, steadily improving, and is now such as affords great encouragement for the future. The teachers, almost without exception, earnestly, and I think, successfully, laboring to keep abreast with the times. The people are, apparently, taking a greater interest in the schools and in educational matters generally, than they have taken in the past. This is, in part, to be ascribed to the beneficial influence exerted by teachers' institutes and teachers' associations, where teachers not only receive valuable instruction, but where by mingling with one another, and interchanging ideas, they excite a healthy emulation that brings forth good fruit in their school-rooms. A powerful influence for good is exerted by the many good books and journals, devoted to the cause of education, that are now to be found in the hands of nearly every teacher in this district. These publications have opened the eyes of many, so that they can now see in themselves deficiencies of which they were formerly not aware, and have, to a certain extent, shown them how these deficiencies may be supplied; they have also aroused them to a knowledge of the fact that they, as teachers, must either join in the forward movement, or fall entirely behind of the teachers' ranks and be left behind with other useless incumbents.

Respectfully yours,

CHARLES W. GEDNEY,
School Commissioner.

NEWBURGH, November 30, 1881.

ORANGE COUNTY — NEWBURGH.

MR. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The schools of Newburgh are in good condition, and the school year has as a whole been a successful one. Owing to the revival trade and manufactures our average attendance has fallen off

slightly during the year. More opportunities of employment have been afforded and more children have left school before finishing the course. Another result of business prosperity has been to more than double the attendance in our evening schools. A night class in book-keeping, writing, and practical arithmetic has been organized, and promises to be a decided success. Teaching in the other evening classes is mostly oral, and is confined to such subjects as are of practical importance, viz.: forms of business letters, receipts, bills, notes, etc., civil government, important historical facts, such portions of arithmetic as are used in every day life, reading at sight from black-board, etc. Industrial drawing has been taught this year in all grades above the lowest. We believe that satisfactory results can be obtained in this important study without the aid of a special teacher.

Yours respectfully,

R. V. K. MONTFORT,
Superintendent.

NEWBURGH, November 28, 1881.

OSWEGO COUNTY — OSWEGO CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In my last report, reference was made to modifications in teaching the several subjects in our course of study, which had then been recommended to the board of education. These modifications originated with the teachers acting as an association and consisting of all the teachers of the public schools, they being required to hold regular monthly meetings. At one of these regular meetings, on the sixth of December last, and in accordance with the unanimous vote of the association, a committee of five teachers was appointed to act with the secretary of the board of education in considering the reconstruction of the program of studies and to report to the association at an adjourned meeting to be held on the seventh of January. These teachers engaged with earnestness and perseverance in the difficult task assigned to the committee, and at the adjourned meeting above mentioned, reported to the association for consideration and action a complete course of studies for all the grades of the public schools. The board of education were invited to attend this meeting, and a majority of the members were present and listened to the report as it was read, discussed, amended and adopted by the association.

The following resolution was then adopted:

Resolved, That the report of the committee appointed to recommend changes in the program of studies in the public schools, as amended by the association, be presented to the board of education for their consideration, and that the board be requested to take action upon the same before the beginning of another school year.

The report, accompanied by the above resolution, was presented to the board on the seventeenth of January, and referred to the visiting committee; but as the time before the commencement of the next

l year (February 15) was too limited for the intelligent consideration of a subject so important, the committee offered no report until the eighteenth of July last, when they presented the following, which was unanimously adopted.

The visiting committee, to whom was referred the program of studies for the public schools, prepared by the teachers' association, presented to the board of education for adoption, have given full consideration to the same, and report by resolution, as follows:

Resolved, That the program, to which reference is made in this report, be amended so as to read as follows: Be, and is hereby adopted to take effect at the beginning of the next school year, and that the necessary make the necessary distribution of the work in language and grammar.

J. EDLAM,	} Committee.
O. H. HASTINGS,	
THOMAS MATHEWS,	

The board followed the program, as published in our last annual report, a copy of which has been sent to the Department of Public Instruction at Albany.

The most important changes were in the subjects of reading, writing, spelling and language.

READING.

For twenty years past the phonic has been the principal method of teaching reading in our primary schools. During the first year the children were taught the short sounds of the vowels, and one sound for the consonants. Words, necessary for the work of the year, containing other sounds, were taught as words without regard to their structure. The remaining sounds of the language were taught the second year, thus completing the phonic work. For years I have advocated this method, with the conviction that if it was not the best method, it was at least among the best methods for teaching this important of all subjects. One of the strongest arguments leading to this conviction was the fact that children so soon were able to help themselves by giving the correct pronunciation of new words by imitating the sounds. A constant observation, however, of the work and results of this system for many years has driven me to the conclusion that it is unphilosophical, not being adapted to the condition and wants of the child at this stage of development, the knowledge has acquired of oral language being essentially ignored, and substituted upon a course so entirely new that at first he makes very little progress. Another serious objection to this method has been that boys have almost invariably failed to gain from the children the difficult sounds, and thus errors in sound are constantly repeated. In any process of teaching reading, by which the child is obliged to pull out the words, either by letter or by sound, must, from the nature of the process, so withdraw his attention from the thought expressed, that he cannot be expected to read fluently or intelligently. During the past year our primary teachers gave unusual attention to this subject, and discussed with much interest the "thought and expression method." Some of their number were timid in regard to at-

tempting a method so radically different from the one to which they had so long been accustomed; still all were willing to attempt any change that afforded a rational promise of improvement, and with great unanimity "the thought and sentence method" was recommended for adoption. The board of education, on considering the subject, were disposed to test this method, but at the same time they desired to allow the teachers some discretion in the selection of methods, and to hold them responsible for the results of their selection, so that a decision was reached allowing the teacher to select from or combine the three methods, "thought and sentence," "word" and "phonic." In fact all of these are included in the "thought and sentence method," and should be taught in the order named.

We are looking forward to the results of the ensuing year in this subject with anxiety, but at the same time with the ardent hope of making advancement.

WRITING.

Heretofore, writing has not been taught in the O primary classes or during the first year of the child's school life, but the children have been taught to print. Writing on slates was commenced the second year, and all the small letters were taught. Work on slates continued through the third year, and the capital letters were taught. During the fourth year, specimen copy-book No. 1 was written with lead pencil, and the fifth year the work with pen and ink commenced, and copy-book No. 2 was written. The writing continued through all the grades below the High school, and books Nos. 3, 4, 4½ and 5 were completed.

By the revised program the printing is discontinued, and writing on slates commenced the first and continued through the second year. The third year, paper and lead pencils will be used. During these three years the work will be imitative, and in words and sentences from the beginning. For the fourth year the Spencerian Shorter Course Tracing Book No. 1 and copy-book No. 1 will be taken in place of the No. 1 copy-book now in use, and pen and ink will be substituted for lead pencil.

Tracing and copy-books Nos. 2, 3, and 4 will be completed during the fifth and sixth years. For the senior course including the seventh, eighth and ninth years no change of books is to be made, but we confidently hope that the changes made in the lower grades will enable us to show far better results in the senior classes than have heretofore been attained.

SPELLING.

The new program makes a very radical change in teaching this subject. Since the publication of the book, Sheldon's primary speller has been used and completed during the second and third years. Sheldon's graded speller has for many years constituted the work done in this subject for the next six years. In both these books the words are classified in accordance with their orthographic structure.

This classification, while not without its advantages, requires the learning of many words of infrequent use, which the child will not see, hear, or have occasion to use for a long time in the future, if ever. In preparing the new program, we proceeded on the theory and with the belief that the time of the child is more profitably occupied by confin-

ing his attention, so far as this subject is concerned, to the study of those words in immediate use, learning not only the orthography but the meaning also of these words, and acquiring the ability to use them correctly in oral and written composition as well as to comprehend their import in the composition of others. With this theory and with these convictions the lessons from the spellers were omitted, and for the B and A primary classes all the words in the reading lessons were substituted. In the C primary classes, or during the first year, the work is entirely in writing by imitation and in sentences or words without a knowledge on the part of the child of the forms of separate letters, except as he may learn them incidentally. For the C, B, and A junior, and C, B, and A senior, or during the fourth and ninth years inclusive, a knowledge of all words in reading and other lessons is required.

We believe this change will not militate against the good results we have hitherto attained in this important subject, but that it will add to our success in teaching reading and other subjects, by this additional aid in learning the structure and import of the words in immediate use in these subjects.

LANGUAGE.

For several years past, this subject has been taught only incidentally, except so far as reading pertains to the subject, in the primary or junior grades, or for the first six years, and the formal work of the study of grammar has been commenced at the beginning of the seventh year in the C senior class, and continued four years, being completed in the D class, High school.

The program as adopted provides for a course of oral lessons in language for the three primary classes, for the first year under the heading "Conversational Lessons," the object being to give exercises for the improvement of the observing powers, and affords opportunity for the cultivation of language, both oral and written. For the second and third years lessons of a very practical character will be given under the heading "Language," consisting of oral and written descriptions of actions performed by either teacher or pupils, descriptions of objects, copying lessons from readers, written reproductions of stories and reading lessons, and stories selected by the teacher.

For the three junior classes, occupying the fourth and sixth years inclusive, Knox's "Elementary Lessons in English" will be used and completed during the three years.

The work in the senior grades will continue as before, except that we expect a much better preparation for the formal study of grammar in these grades from the knowledge of the subject acquired in the lower classes.

With the changes above described, and with the impetus we expect they will give to both teachers and pupils, we anticipate better results than we have ever before attained.

Craving your indulgence for the length of this communication, I remain,

Yours respectfully,

VIRGIL C. DOUGLAS,
Secretary Board of Education.

OSWEGO, November 28, 1881.

OTSEGO COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I hereby submit this my last special report.

The first commissioner district of Otsego county includes the twelve towns of Cherry Valley, Decatur, Exeter, Maryland, Middlefield, Otsego, Plainfield, Richfield, Roseboom, Springfield, Westford and Worcester, having one hundred and sixty-six school districts; one hundred and fifty school-houses are in this district. There has been employed one hundred and seventy teachers at the same time for twenty-eight weeks or more. I have examined for the past year over four hundred teachers, licensed three hundred, and rejected over one hundred. There was paid for teachers' wages this past year \$36,873.25, of which \$18,337.60 was apportioned from State fund, and the remainder was derived from district taxation. The library money was used to pay teachers' wages in every district, excepting four. I would respectfully recommend that if certain money is to be set apart for libraries, that it should be given direct to each town for the maintenance of a town library, or else the money be apportioned direct to the payment of teachers' wages.

As to the township system, it has been canvassed somewhat in this county; our towns, many of them are large, and no convenient center, it would be almost impossible for them to be better accommodated than they are with the present district system. Still we have many disadvantages to contend with under the present system, which time will gradually improve.

I have one thing to urge upon the Department as I am leaving the office of school commissioner, probably forever, and that is, the office pays the least amount of money for the work required of any office in the county. I would, therefore, recommend an increase of salary for school commissioners. Also that the board of supervisors be authorized or directed to make this county into three commissioner districts instead of two. No two commissioners can visit three hundred and forty-three schools and do justice to them.

Thanking you for the thousand favors you have bestowed upon me, I close this my last report.

Respectfully yours,

A. G. TUTHILL,

School Commissioner.

WESTFORD, December 6, 1881.

OTSEGO COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — As you desire it, I submit the following report.

For three years I have labored to improve the common schools in

this district. I believe I have them in better condition than they were three years ago.

During the last year, I have followed the same course as reported one year ago. I have urged the teachers to become thorough students, that they might have much knowledge to impart. The people have, to a certain extent, yielded to our systems of work, but still they try to hire the cheapest teachers. On the whole there has been a gradual growth toward the better. With earnest supervision and enthusiastic leadership they can after a time be educated to more healthful opinions.

I have made about 250 visits to the common schools. I have criticized and advised to the best of my ability. As I have said before, it is impossible to do justice to so many schools. I believe it the duty of our legislators to more evenly divide the commissioner districts, to pay larger salaries to the commissioners, and require an educational qualification for applicants to the office.

Our union free and graded schools are doing good work. The villages have nearly all taken special pains to build up the interest in the schools. They are growing and becoming strong.

We have for the first year had two institutes. Both were well attended, and much interest manifested.

I deem it unnecessary to prolong this report, as I have not changed my mind in any thing since last year.

Accept my thanks for the kindness and aid you have granted to me during my term. I close my term of office without regret on my part, but with kindness to all.

Your obedient servant,

A. G. MILLER,

School Commissioner.

LAURENS, November 29, 1881.

QUEENS COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—At the close of this, my first term as school commissioner, it is but natural that I should take a retrospective view of the schools in this district, and note the changes, if any, which have occurred within the past three years.

The number of school districts has increased from forty to forty-one.

There are 560 more children, between five and twenty-one years of age, and 320 more attend school.

The number of teachers has increased from 103 to 112; but the amount paid for teachers' wages is only \$704 more than in 1878, which shows an average decrease in salaries of \$34.26.

TAXES.

The other expenses have not materially changed, but owing to the fact that we have received less money from the State, and also to a shrinkage of \$8,717,497 in the assessed valuation of property, the rate of taxation has advanced a little.

The new apportionment law will give the large schools more public money, and the increased assessments of the present year will reduce the rate to a point lower, perhaps, than it has ever before reached.

SCHOOL-HOUSES AND GROUNDS.

No new school-houses have been built; in fact, we have but three or four really poor ones, and their removal is being seriously discussed.

Thirteen houses have been enlarged and improved, and increased attention is being paid to shade trees, window blinds, furniture, and the increased sanitary needs of the school.

After careful consideration, I am convinced that, to encourage modesty, the social and sanitary interests of schools demand that boys and girls should have separate play-grounds; and I am further convinced that, in view of the dangerous proximity of many wells to cess-pools and privies, it is safest to furnish our schools with filtered rain water.

A large, deep cistern, on the north side of a house, filled in winter and shut off from summer rains, will furnish cooler water than the average well, and when filtered through a simple brick and mortar partition wall in the cistern the water is always pure.

This, like Horace Greeley's theory of sub-soil farming, will not apply to rocky, hilly, springy counties; but in our level sandy sections, no doubt, much sickness is caused by drinking impure water.

Of the one hundred and three teachers in the district three years ago, sixty-eight remain; and of the forty-four recruits, who make up the present corps, twenty-four had had previous experience elsewhere, which facts show, first, that we are not cursed by frequent changes, and second, that trustees generally use discretion in selecting teachers.

LICENSES.

During the term, I have granted one hundred and four third, one hundred and ten second, and only forty-one first-grade licenses.

I have promoted only eleven teachers from the third to the second, and only three from the second to the first grade.

There are at present only ten persons holding my licenses who are out of employment.

I know that these statements form a strange contrast with the license system in some parts of the State, where commissioners grant more first than either second or third grade certificates, and where there are from three to four times as many licensed teachers as there are schools in the county.

Our instructions from the Department are that "The third grade certificates are intended for temporary licenses, to be granted to novitiates and persons who from lack of experience or ability have need to acquire the knowledge and skill necessary for higher positions."

which I understand that *all beginners*, without regard to superior qualifications, should be ranked as third grade teachers. I am also instructed to grant *second grade* certificates to those who have more experience than first grade teachers and a more limited acquaintance with some of the higher branches, have nevertheless *proved* themselves able to impart to others what they have themselves acquired, have attained the skill necessary to govern a school," which should not be established by less than two years' successful experience.

I am further instructed to grant *first grade* certificates to those who have had experience in their profession, who are endowed by nature with a peculiar tact, or who have acquired superior skill in the management of youth and in the government of schools, and to those who can bear an examination in the whole range of studies taught in common schools. Every qualification indicated as necessary for a teacher should be possessed by the applicant. No teacher with less than four years' experience should be granted a license.

These plain, simple instructions before us, there can be no good reason why there should not be a general uniformity throughout the State. Why a teacher's license should not be to trustees some evan-gelical rank and ability; and it is sheer nonsense for commissioners to yield to public sentiment or "political pressure" compels them to license with conscience, or justify them in disregarding their duty. It is simply a lack of common honesty. Political influence should not be purchased at such a price.

Public sentiment will always respond to the call for a higher standard of popular education. Trustees desire it — and I have yet to find one who would not heartily indorse a system of licensing that would prohibit and place some value upon a record of experience and

merit. I want to call your attention to another evil — that of granting *State certificates for life* to persons who have passed an examination in "the whole range of studies taught in common schools" (first grade *county* licenses); have been instructed somewhat in the art of teaching, and for a limited time have partially managed to run a model class of model scholars.

A normal school diploma is undoubted evidence of educational attainments; it ought to be, and no doubt is, evidence of moral character: who knows any thing about the holder's ability to teach? It is gross injustice to those teachers who have labored long and hard to gain rank and reputation.

Normal school graduates do not become even second rate teachers. Their licenses for the first five years, at least, should be graded and graded.

A normal training school should be established in each county in the State. Queens county at least has a right to claim one.

TEACHERS.

It may be inferred from the grading of the teachers of this district that they possess *inferior* qualifications, but such is not the case. We have no ignoramuses and drones — all professions have them, but

we challenge any commissioner district in this State, or in any other State, to produce as a whole a better corps of teachers.

The most of them have remained long enough in one school to become identified with the people; to share with them a common interest and a commendable degree of local pride. Nearly all read teachers' journals, discuss and digest new methods, and, from time to time, make such alterations and improvements in their work as their judgments direct, or as local conditions will permit.

Last summer several of our teachers, at an expense of not less than \$50 each, went to Martha's Vineyard to spend a few weeks at the feet of the leading educators of the land; to learn of them how to do more and better work.

Would that we all, teachers and trustees, patrons and pupils, have a more intelligent conception of what *real education* is, and of the methods of obtaining it; but alas, very many parents, some trustees, and a few teachers seem to regard the introduction of new methods, or any change in school work, or management, very much as the "Almond-eyed heathen of Eastern Asia" have the introduction of machinery and civilized customs into their country, as innovations against their social and legal rights, and as tending to *bring them down* to a level with the *barbarous white nations*.

METHODS.

There is not a teacher in this commissioner district who uses the old A, B, C method.

Most primary teachers begin with *words* and *script*, and teach from blackboards and charts. The child talks about the object, which the word represents, carefully observes the word, and copies it many times on his slate, thereby learning to read, spell, and write, and all in one-half the time required by any other method.

Primary pupils use pencils until their little fingers become strong enough to hold pens properly.

Successful teachers are using blackboards, slates and paper much more than formerly.

Fifty years ago pupils of every grade read from the *same reading book*, the subject-matter of which was uninteresting and often beyond the comprehension of the teacher. No wonder that in the homes of many of those pupils who to-day are living, you will not find a *dozen* books, perhaps not even a local newspaper.

In *our day* we have heard elementary pupils trying to read (pronounce rather) extracts from addresses by Webster and Clay, and such essays as Thomas Dick's, in which, speaking of the sun, he says: "Could such a magnificent orb have been produced by a fortuitous concurrence of atoms?" and Milton's Morning Hymn, which begins as follows:

"These are thy glorious works, Parent of good,
Almighty! Thine this universal frame
Thus wondrous fair! Thyself how wondrous then
Unspeakable! who sittest above these heavens
To us invisible, or dimly seen."

No wonder that the pupils of our day find in trashy and poisonous "love and murder literature," cheap food to satisfy the appetites of their

lower natures and passions which alone have been excited and developed.

At the *present* time, teachers and trustees realize the importance of using several readers of the same grade, supplementary readers, magazines and newspapers, and the day is coming when primary and elementary classes will read from illustrated periodicals, fresh, interesting, instructive and amusing; and who can estimate its beneficial effects upon the reading habits of that generation?

Reading rules the destiny of individuals and of nations, and if children were furnished when small with an abundance of picture books, and afterward with a variety of productions like the nursery, "Our Little Ones," "Harper's Young People" and "St. Nicholas," such publications as "Rowdy Joe," "Love's Golden Harvest" and "Tiger Tom," would be driven from the market.

I never knew a child who loved pictures and wholesome reading to be a very poor scholar, or to become a criminal.

Spelling books containing such words as "byre," "pyxis," "ivy-vern," "syrtis," "exyster," "gracile," and hundreds of other undefined and (to the pupils) meaningless, are being laid upon the shelf, and children are learning to spell, understand and *use* the words which occur in their readers and text-books.

Technical grammar, "the art of speaking and writing correctly," which, however, does very little toward molding the language of the masses, is in this district but little taught, except to high-school pupils; but the daily use of language is cultivated through the whole course, and in the elementary and grammar grades, text-books, called "Language Lessons," are employed.

We learn to swim by swimming, we learn to sing by singing, and we can only learn to use language by using it, under the direction and criticism of a teacher.

In the old-fashioned schools where grammar is most taught, is found the *least* ability to use language either in speaking or in writing.

I am sorry to see that mental arithmetic as a separate study is gradually slipping out of schools everywhere. It is argued that *all* arithmetical work is mental, and that figures are only used as helps. I grant, that in questions which involve complications and large numbers they are helps, but the sight of figures (or of any thing else) prevents free, clear and rapid mental action, and they should be employed only when actually necessary.

The well-trained lad will give a correct solution and result, while the "slate-and-pencil boy" is getting ready.

In life, three-fourths of all arithmetical calculations are made without the aid of pencil and paper; and I consider it very important that pupils be thoroughly drilled in rapid and accurate mental work.

Civil government should be more generally taught; we cannot expect our boys to become patriotic citizens, or our girls to justly claim the right of franchise, until they know more about the principles of our government and of the duties of its officers.

Men shout and hurrah for a candidate for President of the United States, when they don't know how he is elected or what he is elected for.

A whole town will gather at the polls to determine who shall be

supervisor, and I venture to assert that not one-fourth of those who vote can fully define the duties of a supervisor.

Our schools are to blame for this state of things.

Outline maps and map-drawing are used as helps in the study of geography.

Other branches are taught by general experience methods, and teachers as a whole are doing good work. Still there is a great lack of uniformity.

PLAN FOR GENERAL UNIFORMITY IN SCHOOL WORK.

Upon careful examination when visiting schools, I found that, while there was a difference in methods of teaching, there was a greater diversity in the arrangement of school work.

In one school I would find pupils reading well in a fourth reader, and the same pupils learning to add and subtract.

In the next school, perhaps, were pupils well advanced in numbers who could hardly read at all; and often I have found pupils of tender years vainly striving to master the contents of large text-books on geography, history and technical grammar.

In fact, in many of the smaller schools there was no course of study or general plan for school work; and to bring the matter before the teachers for their consideration, and to obtain their views in regard to the same, I issued the following

CIRCULAR TO TEACHERS.

PORT WASHINGTON, L. I., *April 12, 1881.*

Believing that a general uniformity in school work is in every way desirable, and that, in establishing a system for the same, I shall receive the hearty co-operation of teachers, trustees and patrons, I venture to suggest:

That (in ungraded schools especially), the common school course be divided as follows:

Primary course (about three years).

Intermediate course (about two years).

Grammar, or common school course (about two years), to which may be added High school course when desired.

That certificates (signed by the teacher and commissioner) be given to such pupils as complete either course.

That examinations for certificates be held annually or semi-annually, to which examinations trustees and patrons shall be especially invited; and,

That catalogues of the schools be published annually.

A certificate from the common school course would entitle the holder to admission to a high school, or to either of the State normal schools.

Three years at a Normal school would secure a State certificate, or

One year at a Normal or High school, together with a fair knowledge of methods — obtained in a teachers' class or by reading papers and books on teaching — would entitle the candidate to a third-grade license to teach.

Two years' successful experience in teaching, and a good knowledge

of algebra, general history and method, would be required for a second-grade license.

Four years' experience and a good knowledge of drawing, plane geometry, physiology and hygiene, philosophy and school law, would be required for a first-grade county certificate; or the above qualifications and a good knowledge of rhetoric, general literature, botany, zoölogy and school economy would secure a State certificate, the whole making an easy, inexpensive course for those who desire to fit themselves for teaching, and the best practical course for those who can only receive the advantages of an elementary education.

Will you please look over your school and report to me as soon as possible, about how many pupils you have in each of the divisions of the common schools, as described below; also suggest any changes that you may deem desirable.

I may be over confident, but I feel that if we work together, a great deal of good may be accomplished under this plan.

I would suggest the following as an outline for the several courses, leaving the details for teachers to arrange to suit themselves, and a wide margin to accommodate the peculiar conditions of the several schools.

PRIMARY COURSE.

Read first and second readers (two of each), and an easy third reader.

Spell from reading lessons.

Write with pencil.

Arithmetic, fundamental rules, mental and written.

Geography, outlines of New York State and United States.

Language, full and complete answers to all questions; make simple sentences, using new words in reading lessons.

Object or oral lessons, names, parts, materials and uses of familiar things.

INTERMEDIATE COURSE.

Read third and fourth readers (two of each).

Spell from reading and other lessons.

Write with pen.

Arithmetic, elementary or rudiments complete, written and mental.

Geography, outlines of countries of the world, and special geography of Long Island and New York.

Language, write easy abstracts from memory, and letters, with correct use of capitals and punctuation.

Oral lessons, animals, vegetables and minerals.

GRAMMAR, OR COMMON SCHOOL COURSE.

Read fourth and fifth readers, and history, newspapers, etc.

Spell from text-books and speller.

Write, copy books.

Arithmetic, practical, complete, written and mental.

Geography, physical and political, of countries of the world, special geography of the United States.

Language, language lessons (or grammar) complete, business correspondence, compositions.

History, of the United States.

Civil Government.

Book-keeping, single entry.

Oral lessons, agriculture, manufactures and commerce, and the outlines of physiology, hygiene, philosophy and astronomy.

Very respectfully,

C. E. SURDAM.

The responses to the above circular were prompt, and expressed an almost unanimous approval of the plan.

Accordingly, in June, I secured full lists of the pupils in the different classes; and published 3,000 catalogues containing the names of those who were pursuing the grammar, or common school course; also the names of high school pupils, teachers and trustees; also reports, extracts from school history, school law, etc.

If the plan be thoroughly carried out, I believe it will stimulate and encourage pupils, parents and teachers, and materially benefit the schools.

One feature of my experience during the past three years, which will ever afford me pleasant recollections, is the uniform kindness with which I have everywhere been treated by teachers, and the hearty support they have given to every effort which I have put forth to benefit the schools, or to raise the standard of qualifications for teachers.

TRUSTEES.

The same is generally true of trustees. The most of them are not practical teachers, and conceding that fact, they seek advice from those who are supposed, at least, to know more than they do about school work.

There are a few, however, who estimate a commissioner's work and usefulness by the number of visits or calls he makes; and a very few (I am ashamed to say) seem to forget that they are the servants of the people, and regardless of the best interests of the children, they, "clothed with a little brief authority," at once rise up in the dignity of their high official positions, and proceed to "grind their little axes," meanwhile the school suffers.

Allow me to again refer to the mistake often made by trustees, in selecting from the highest class, in their own schools, persons to assume the responsible duties of teachers; to exercise authority to-day over those who yesterday were their equals, and who often are unable to comprehend the change; to surmount or succumb beneath the influence of local jealousies and petty animosities, which always exist; to teach for a meager sum, because they can board at home; to work hard, but generally to fail in gaining a reputation that will secure promotion, or a better situation in some other school.

I know a few—a very few—who, by persistent, conscientious efforts, have gained a fair reputation at home, and have been "called" to more remunerative fields of labor; but such instances are exceedingly rare.

"A prophet is not without honor, save in his own country," and although if sustained by trustees, teachers, under such circumstances, may remain in school, they are often embarrassed and discouraged by dissensions, which are almost sure to arise; public sentiment, as regards schools and teachers, is lowered; a general want of interest prevails, and in an incredibly short time the standard of that school will be so low that the "highest class" will not furnish eligible recruits.

A large majority of such persons evidently do not enter the ranks with teachers expecting to remain long.

The practice referred to impairs the prospects of the would-be teacher, injures the school, and establishes a dangerous precedent; I look upon it as being one of the most serious evils from which public schools suffer.

Trustees' reports are seldom entirely complete and correct; they should, if possible, be simplified.

Dividing one-half of the public money according to the aggregate attendance will not only fail to produce the desired result, but will strengthen the strong, and weaken the very weakest districts; and why divide by 140? It gives a false average, and when carried to seven decimals, adds unnecessarily to the work of apportioning.

The State school tax should be doubled, and the local tax be reduced one-half, to equalize the rate; thus if *all* the public money were divided according to the aggregate attendance, rural districts would be induced to extend their terms of school.

No district should be permitted to have less than thirty-two nor more than forty-two weeks of school in the year.

Too much school is quite as harmful as *too little*.

PUBLIC SCHOOLS

everywhere are in a better condition to-day than they ever were before. By that I do not mean that they are without faults, or above criticism.

Their faults are many, and they are severely criticized as follows:

"Although public schools were organized a hundred years ago, and have been liberally supported by National and State government, the country cannot yet boast of universal education and intelligent citizenship."

"Heinous crime runs rampant and stalks our streets at noon-day."

"Nine-tenths of all American born criminals have been pupils in our public schools."

"Pupils are taught many things that in after-life afford them little pleasure or profit, and ten thousand practical, common things are left untaught."

"Often pupils get *learning*, but do not get *understanding* — get *knowledge* but not *wisdom*."

"Heads have been nourished while hearts and hands have been neglected."

"Scholars know more about the abstract sciences than they do about the clothes they wear and the food they eat."

"They 'understand all mysteries and all knowledge,' and speak in foreign tongues, yet from gross ignorance of common things they are

powerless to aid amid the accidents and incidents of every-day life."

"Fond parents have given their children a good 'schooling' that they might not be obliged to work for a living 'as father and mother did.'"

"The average American boy and girl feel that they are *above* labor."
 "Idleness is increasing." "Crime is increasing."

"Of a large number of criminals *ninety-three per cent.* could read and write" (only eight per cent., however, had any trade or regular occupation).

Cynical critics hurl the above criticisms at our heads and proclaim that "public schools are failures," but they offer no remedy.

We concede their statements generally to be true, and even offer other criticisms, in fact teachers are themselves the severest critics; but who shall say to what extent public schools should be held responsible for the intelligence and patriotism of our *adopted* citizens and of those who do not patronize the schools; for the social and political evils of the land; for subjects taught, half taught, or untaught; for false notions of the "dignity of labor"; or for idleness or crime. *Public sentiment* alone can dictate the course to be pursued, and supply the motive power. She must be our arbiter and our guide. Let her unseen hand be moved by the prayers and earnest efforts of conscientious teachers. Let us *invite* criticism and be profited by it. *Free public schools are established and shall forever remain.* Criticism cannot destroy them nor work them permanent injury, but like gold and silver again and again tried in the refiner's fire, they shall finally come forth purified, and fitted for their high destiny.

Very respectfully,

C. E. SURDAM,

PORT WASHINGTON, Dec. 15, 1881.

School Commissioner.

QUEENS COUNTY — LONG ISLAND CITY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, the following supplemental report respecting the schools of Long Island City is submitted.

The greatest lack in our educational department has been in not having some one to personally supervise our schools, assist the teachers and report the actual results of their work to the board of education.

While some teachers have produced results which would compare favorably with those of the best schools in the State, others have merely gone through with the form of "keeping school," and have done but little to prepare the girls and boys for the active work of life.

In order to explain the thoroughness of the instruction in one of our schools, some of the results as shown during the last few years are mentioned.

A little more than two years ago, the county agricultural society offered prizes for the best work from the public schools. Although the plan arranged brought our school into competition with what was acknowledged to be the best school in the county, yet all the prizes for geometry, algebra, arithmetic and grammar, except the second prize in algebra, were awarded to our pupils.

Twenty-seven young ladies from the same school have passed the examination required by the board of education, received licenses to teach, and many of them are doing excellent work in our schools.

In 1879, at the suggestion of the principals of this school, a graduating examination was established. Fifty-one pupils have since passed the examination and received diplomas. Forty-four of these pupils were from the school referred to above.

In the schools that have furnished the best results, methods have been used which develop observation and thought; great care being taken to teach correct expression and explain to the child how to apply the knowledge gained from text-books to the real duties which must be met after leaving school. These methods will be adopted in all of our schools, after which it is confidently expected that the results will be more equal and satisfactory.

Instruction in practical grammar (correct expression of thought) is commenced in the introductory class of the primary department, the children being taught to read and spell by printing their own little expressions as brought out in answer to questions by the teacher. In this way the children soon learn to carefully observe the form, distinguish and give the names of many of the words which they use before going to school. Printing being used only as a help in teaching the children to read, they are soon promoted, after which, writing takes the place of printing, but spelling and the use of words are combined as much as possible throughout all grades.

Technical grammar is made practical by combining it with composition writing. Our most successful teachers teach composition in connection with every branch of study on their programs.

In teaching arithmetic, principles are explained and practical examples, mental and written, based on these principles, are given to the pupils to solve, the teacher making explanations for those who fail after having made an earnest effort. In this manner the pupil is led to think, apply his knowledge, and if the subject is frequently reviewed, pupils become rapid and correct in arithmetic. In our best schools, no text-book on this subject has been used for several years. There is no objection, however, to the use of a text-book by the pupil, if the teacher is not confined to it, and will give a large number of practical examples not found in the book.

United States history is taught with a special aim to place before the pupil examples worthy of imitation, create a proper appreciation for our institutions and privileges by showing what they have cost; and prepare the pupils to form correct conclusions of what may happen, under circumstances similar to those which have been, by carefully examining causes and effects.

The Spencerian system of penmanship (with slight modifications) is in use, and where it has been thoroughly taught, the children with few exceptions have become rapid plain writers. The pupils are

taught to form the letters by combining the slanting straight lines with right and left curves. The first copy book used contains full sentences which are carefully written on the blackboard and explained; all the pupils in a class being required to write the same copy and the same number of lines. Each pupil is supplied with blank paper on which to practice writing the copy, and for drill in movement exercises. There is no reason why pupils should not write what is termed a "fair hand" in one term after commencing to use pen and ink.

In teaching the subject of geography, the form, size, and motions of the earth, in the natural divisions of land and water which form its surface, are thoroughly explained. We then commence at home gradually extending our study until the natural and political divisions of the whole surface have been considered. Special care is taken to have the children acquire a thorough knowledge of the people, climate, government, products, commerce, location, form and size of each division as well as other important facts of descriptive geography.

A very small share of our pupils remain in school to complete the grammar school course, although there are a few who wish to go through with a regular high school course. If our schools are thoroughly taught this number will rapidly increase, and the board, no doubt, will soon consider it necessary to adopt an advance course of study and assign a teacher for that work.

The discipline of our schools, with very few exceptions, is such as would be considered by most persons as excellent, although in some cases it has been made the primary object, occupying a large part of the teacher's time which is needed for practical instruction in the different branches of elementary education. Discipline is used above in its narrowest sense. Taken in its broadest sense, it comprises the whole educational process, and in my opinion, when proper methods are used, and sufficient enthusiasm is manifested by the teacher, the children become interested in their work, after which but little time and effort are required to preserve order. Corporal punishment is very seldom inflicted, but we believe there are extreme cases when "to spare the rod would spoil the child."

The funds for erecting the only really excellent school building in the city were furnished by Messrs. Steinway and Sons who own a large share of the real estate in the vicinity. The \$20,000 which it cost is being paid in yearly installments of \$2,000. Under the circumstances, it seems to me this plan is not only beneficial to the capitalist, but to the city, and if the board so consider it, no doubt the example will soon be followed in other wards. Although the two buildings owned by the city, and the four leased by the board of education, are not models of school architecture, yet they are kept in excellent repair, and are more comfortable and convenient than those in many other parts of the State.

A failure each year in the collection of a large part of the taxes levied, places our board of education, as well as the teachers, in a very embarrassing position. If an arrangement were made whereby the school tax might be collected separately, in my opinion very few people would neglect its payment, providing the schools are made thoroughly efficient. In connection with this report my reports

made to the board of education in September last may be of interest, and are herewith submitted.

LONG ISLAND CITY, *September 30, 1881.*

To the Board of Education :

GENTLEMEN.—In compliance with the charter of Long Island City, I have during the month of September visited all of the schools under your charge, and now beg leave to present the following:

The buildings of the department were found in excellent condition.

It is certainly not my duty at present to criticize severely any of the teachers employed in our schools, but to assist them by taking charge of their classes and giving hints on methods of teaching and governing.

The teachers all seem anxious to do their work in such a manner as to produce the best result, and yet there were some classes in which the disorder was so great, that but little, if any, good could be accomplished. Loud talk, many commands, ringing bells and fault-finding, were some of the methods used by the teachers of these classes to secure order.

The following hints and suggestions have been made to some of these teachers :

A noisy teacher will surely have noisy pupils, for children are not so slow to imitate. The chief aim of the teachers should be to interest the pupils in their work; when this is accomplished unnecessary disorder will cease. Until interest is awakened all work should stop during disorder. The eye of the teacher must be active, few commands given, and some praise bestowed on those who make an effort.

Many of our teachers are using methods that lead out and develop the mind, teach expression and preserve much as possible the mental activity of childhood. There are some whose knowledge of teaching is limited by the mere ability to assign lessons, and at stated times with text-books in hand, ask the questions there found. A few apparently think telling is teaching, and spend most of the time in giving the children a mass of information on different subjects which they receive without effort and consequently forget in very short time.

At the last teachers' examination but one of the eight unlicensed applicants was successful. This shows that the impression is quite general that it requires but little preparation to fill one of the most responsible positions in our city.

Upon the successful operation of our educational department, more than on any thing else, depends the real prosperity of our city. If our schools send out boys and girls thoroughly prepared as honest, thoughtful, energetic workers, our success is assured. In order to meet with these satisfactory results, great care must be taken in the selection of teachers. They should be strong, not only intellectually and morally, but physically.

It is reported that some parents in this city, contrary to law and good morals, are sending their children to the overcrowded schools of New York city. If this is true it is to be regretted not only because honesty instilled in the mind of a child is of more importance than book education, but some are led to believe that your schools do not furnish as thorough instruction as the schools of New York, which

has been proved untrue by results in many examinations where applicants were from the schools of both cities.

You will notice by examining the reports that some classes are not formed in accordance with your resolution defining the maximum and minimum number of pupils for a class.

In the First Ward school the principal's class contains five pupils, the highest grammar class eight, and the B grammar class twenty-seven, making a total of forty pupils for the three classes, while some of the primary classes register over ninety pupils.

In the Third Ward school at the time of my visit there were seven pupils in the highest class and one hundred and twenty in the lowest.

When you consider the salaries paid these teachers, I think you will agree that some effort should be made to comply with your regulations.

Respectfully,

CHARLES W. GOULD.

November 4, 1881.

To the Board of Education :

GENTLEMEN.— Some work was done by me in each of the schools of this city during the month of October, and it is my duty and pleasure to make some explanation of my efforts during that time.

There has been a tendency in our schools as there is in most graded schools, to be confined too closely to establish grades, omitting to review enough to thoroughly fix in the mind of the child what has been hurriedly passed over in the preceding grades.

A large share, if not a majority, of our pupils never go further than the lowest grammar grade; hence the necessity of making the instruction as practical as possible. The pupils must not only be taught how to do, but to think and apply their knowledge. Your teachers have done all that has been required of them, therefore, they will not consider that fault is being found if some examples are given to prove my assertion.

In several of the schools the following questions were given to pupils of the lowest grammar grade:

A man having \$100 gave \$9.68 for a goat, how much money had he remaining?

In passing round among the members of a class some were found multiplying, others dividing, a number trying to take \$100 from \$9.68, and a very small portion of the class working the example correctly.

Another example was :

If 15 lbs. of coffee cost \$3, what will 36 lbs. cost?

This produced a greater failure than the first, and yet the slates were covered with work which indicated that the pupils knew something theoretically of the fundamental rules of arithmetic.

Examples similar to the above are worked correctly by ninety per cent. of the pupils in the O and A primary grades of some of our schools.

Pupils in some of the grammar grades were given the names and numbers of articles with the cost of each and asked to make a bill. In several cases they only looked surprised. It evidently was not in their grade. It was my intention to ask the pupils of one of these classes

to write a short letter, but I was informed by the teacher that their writing consisted in making straight lines, a very difficult thing to do, but not of much value to the boy or girl who, after leaving school and home, wishes to write a letter to mother.

In order to benefit the children who have but a few years to attend school, the most advanced pupils in the primary as well as those in the grammar department should be given some instruction in writing letters, making bills, and applying in various ways the knowledge gained from text-books.

In one school, each teacher in five of the primary grades was teaching her pupils to add only single columns of abstract figures. Although this is in accordance with the established grade, yet it is surely a waste of time to keep pupils two and one-half years on what they can and actually do learn in one year.

If the teachers should be strictly confined to our arranged grades, the children would be but little better qualified for the active work of life on leaving school than when entering it. On this account I have taken the liberty in some cases of asking that the work be varied a little from the grade.

Oral spelling, which in many cases has been conducted in the sing-song concert style, is being discouraged, and written spelling, using the words in expressing thought, substituted in its place. In my opinion the child's knowledge of spelling should increase equally with his ability to use words in expressing thoughts.

The practice of requiring children in the primary department to spend six years in printing is also, it is to be hoped, a custom of the past. Instead of printing we have (except in the introductory classes where it is necessary to print as a help in learning to read) writing, which can be learned as readily as printing, and may be taught in connection with the spelling and language lessons.

Respectfully,

C. W. GOULD,

Superintendent.

There are no defects existing in our schools but such as can be overcome by thoughtful, earnest efforts on the part of those interested; and considering every thing pertaining thereto (excepting the non-collection of taxes) our educational prospects are very encouraging.

Respectfully submitted,

C. W. GOULD,

Superintendent.

LONG ISLAND CITY, December 5, 1881.

RENSSELAER COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with your request, I send my report concerning the wants of this commissioner district.

Nearly three years ago, I began my duties as commissioner. There was much to do, and many things to renovate in order to place our schools in even a passable condition. I began with high hopes and ambition, anxious to work a reform that, every one admitted, was needed. I expected to be sustained by the people in the arduous duties of building up, improving, and advancing the educational interest of the county. After laboring incessantly, spending all my time in school work and duties connected with the office, I feel that little only has been accomplished. Our schools are far from perfection; many far from being good, and many that are schools only in name. My anticipations lack realization; and though the tide seems to be turning in the direction of better schools, the current is only perceptible. In improvement of school buildings, I have been partially successful. Ten new buildings have been erected, and many repaired; new seatings of the best pattern have been procured in many places, and an air of thrift in this respect prevails.

But to make us comfortable, we want, at least, twenty new school-houses. Having these, we would be fairly started in the building line. We have nine or ten entirely unfit for school purposes, and no way to get them replaced with better ones. The inhabitants show no disposition to build, and the supervisors, being elective, dare not assume the responsibility with the commissioner to condemn. We want some law which makes some individual solely responsible in this matter. Our people are generally apathetic in regard to school; we want something more than the unaided efforts of a school commissioner to wake them up.

We have in this district ninety-five school districts, employing one hundred and forty teachers, and nearly five hundred square miles of territory; more than one can look after with any satisfaction or thoroughness. We want smaller commissioner districts. Our teachers, good ones, are scarce, and it is difficult to keep them in the business.

There is a great anxiety to get into the occupation of school teaching, and, with our best teachers, as great a desire to get out, after they have the experience and learned the methods. In this district, lying under the eaves of the oldest Normal school, we have but eleven Normal graduates teaching. They are all doing very good work, and are faithful and efficient. It is very evident that the Normal schools will not keep us supplied. Many, after graduating, never teach a term; others teach a term or two, find the business unsuited to their taste, and disappear or drift into some other pursuit. Students from our high schools are too mechanical, and from our academies too wanting in elementary knowledge, to make good teachers. It takes too much time and demands too much experimenting to make them efficient teachers.

Some other means must be found to improve and bring up the great mass of teachers. I can think of but one way to accomplish this, viz.: a yearly county institute lasting ten weeks, where *all* must pursue a course of study and practice teaching under the guidance of competent instructors. This may not accomplish all that is desired, but it will be a long step in that direction. Without some way of educating teachers different from what we now have, I despair of getting our schools to the proper standard. School teaching must be made a profession before it will accomplish its aims.

In the matter of licensing teachers we want a decided change. Teachers come here from other counties with first grade certificates, whom, after examination, I am unable to give more than third grade, possibly second. Teachers from this county go to other counties and find the examination entirely different; and the result is, a first grade teacher in one county becomes a third grade in another, and *vice versa*. Some plan to produce a uniformity is sadly needed. I respectfully suggest that examination papers be sent from the State Department to be used as a minimum for third grade certificates, or that all candidates be required to pass the Regents' preliminary examination before applying for a certificate. Either of these ways would relieve commissioners of a great pressure, tend to produce uniformity, and certainly be beneficial to our schools in all districts where politics is a factor in electing school officers. A fair average, but rigid examination was held this fall, and all who expected to teach were required to pass it; thus making an earnest effort to secure competent teachers. I have drafted teachers from other counties, stirred up and brought out old retired ones who had the qualifications, written to the Normal schools for fair undergraduates, and yet, fully one-third of our districts were not supplied; and I have been compelled to license rejected applicants in order to get our schools going. As fast as qualified teachers can be secured, incompetents will be dropped; but how to get qualified ones is the puzzling problem. Our present system of institutes has done much good. Why will not a longer term do more?

Our legislative committees on education, last winter, seemed to fail completely in accomplishing any thing beneficial to our schools. In reporting bills utterly worthless or injurious, they were eminently successful. The absurd law, requiring district collectors to report to the county treasurer the amount of tax due from railroads, the more absurd one of changing district boundaries whenever an individual purchased an adjoining piece of land; and the one forbidding districts to levy more than \$400 to build a new school-house, without the consent of the commissioner, are all evidences that the committee, as a whole, did not appreciate the wants, and was incapable of supplying the needs to our present school law.

So much has been said of the "township system," I dislike to bring it again under discussion, but our present system of school district boundaries is such a crying evil, that too much cannot be said in condemnation. Our poor districts are relapsing into a state of semi-civilization. With not enough property to sustain a good school, they *limmer* along twenty-eight weeks with a cheap teacher, generally residing in the district, and no advancement is made. By the new system of apportionment, wealthy districts will absorb a large per cent. of the public money, and the poorer ones will be more destitute than ever. In many, I fear no school will be maintained. We want in this county a law that will tax all equally for the benefit of all.

In some districts, rich and prosperous, the people pay seven to ten cents on a hundred dollars for the support of schools; in other districts, poor, sterile, and unproductive, in the same town, the people pay ninety to one hundred and fifty cents on a hundred dollars to support a poor school. This is so manifestly unjust, and the tendency, nay, the necessity of supporting a poor school so great, we decidedly want the "township system."

The statistical reports show a large falling off in the school population in our rural districts, and a corresponding increase in our manufacturing villages. This makes the average attendance less in our schools. Mill owners want labor, and are unscrupulous how they secure it. Supplying this want from the school population, they entirely disregard the statute law on compulsory education, and appear to care nothing for the future weal or woe of the country. So long as they can keep their machinery running night and day at a large profit, they care not how many children grow up ignorant and uncultivated. Their coffers are full, their fortunes insured.

The cost to the State in providing for a large class of illiterate criminals, and the future danger to free government from a widespread ignorance are not considered. Like Louis XV of France, they seem to think that "things will last our time."

Trustees fail to enforce the law, and they cannot be blamed for their neglect. Some law, that could and would be enforced, should be passed. A statute of this kind might be practical, viz.: elect a truant officer in each ward and town; arm him with proper power to enforce the law; let his pay be a moiety of the fines collected, and hold him to a strict discharge of his duties. This might accomplish something; it could not be less efficient than the law we now have, which enforces nothing, and appears in blank in "trustees' reports." But why enumerate? The wants of other counties are our wants; when they are supplied, we will strive to be equally fortunate.

Your obedient servant,

EDWARD WAIT,

School Commissioner.

LANSINGBURGH, November 30, 1881.

RICHMOND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — I respectfully submit my third annual report.

There is in this county at the present time a daily average attendance of about three thousand five hundred scholars in our public schools, and there are ninety-seven teachers employed.

The reported assessed valuation of taxable property is \$9,142,517, and the amount raised by local tax for the support of the schools for the year 1881 was \$63,670.62 in addition to the sum of \$19,304.89 received from the State.

The average length of time that school was taught was forty-one weeks.

Ten of the school-houses are not separated from the highway by a fence, but each of these should be.

It is gratifying to report that there are only three districts not owning their sites, and in one of these, there is a hopeful prospect that a

site will soon be purchased and a comfortable building erected thereon, so that the wretched structure occupied for years past as a school-house may be speedily abandoned. It was considered unfit for any other use when it was hired for school purposes.

In district No. 3 of Southfield, the school-house has been removed from the highway, where it had stood for many years, to a site recently purchased, which affords ample play-grounds and other healthful attractions for the scholars. The building has been enlarged twenty by thirty feet, the ceiling has been raised, it has been newly plastered, painted inside and out, re-floored, and clothes rooms separate from the school-room have been added. As might naturally be assumed, the average attendance at this school has largely increased.

In compliance with instructions from your Department, the number of this district was changed by reason of the removal of the school-house, from No. 3 of Southfield to No. 8 of Westfield, and No. 4 of Southfield became No. 3 of said town. Notices of these changes were duly filed.

The ventilation and drainage in many instances is faulty in the extreme as is the construction of the school buildings, which were found to be worthless for business or dwelling purposes, but were supposed to be "good enough" for school-houses, into which scholars have been crowded indiscriminately, and expected to obtain an education at the expense of physical discomfort, if not loss of health.

In some of the districts the janitor or janitress has been permitted to reside in the basement of the school building, and some of the spare rooms have been used as a place in which to keep goats, chickens, etc. The fumes of cooking and odors of sleeping apartments are by no means desirable in the school-room, and there seems to be no great advantage in having a school building occupied by any person except during school hours.

Two requirements of our schools are proper ventilation and drainage — their absence is not conducive to the moral or intellectual growth of the pupil, but is frequently the direct cause of disease.

The list of teachers has not materially changed from that of last year, and their work presents on the whole satisfactory results.

The appropriations of funds by the people of the county has been unstinted, and additional interest is being taken each year regarding our public schools, upon which so much of the welfare of the State and Nation depends.

Our teachers' institute commencing May 16, and held for five days, was well attended, and it can be said was in every sense a success. The conductors, Professors John Kennedy and James Johannot, were again welcomed in our midst, and their instructive lectures listened to with marked attention. The institute was also favored with the presence of the State Superintendent, Hon. Neil Gilmour, Rev. Dr. James Brownlee, and many other friends of public education.

I am endeavoring to obtain an accurate description of the boundaries of each school district in this county in order that the same may be filed and each district furnished with a correct map of the whole. Much confusion has arisen from the lack of these descriptions.

In response to your circular, I respectfully renew the following suggestions:

First. That the annual reports of school trustees to the commissioner be transmitted to that officer direct, instead of filing them at indefinite periods with the town clerk, who has no possible use for them; and if, as occurred here recently, a clerk be absent for a length of time, a hurtful delay is the result.

Second. That it be made the duty of the clerk of the school district, or of the trustees, to report to the commissioner, within ten days after a school election or appointment, the names and addresses of the persons elected or appointed, so that the commissioner may have official knowledge, at present not readily obtained.

Third. That the annual school election be held on the last Tuesday in June.

Fourth. That the school year commence at the close of vacation September 1, instead of October 1, as at present.

One reason among many for the last two suggestions is, that the officers if elected in June would have until September to familiarize themselves with the requirements of the district and the not very clear provisions of some of our school laws, and would enter upon duty at that time quite as fully prepared as at present where the election occurs one day and the duties of office on the next. More time would be given for the decision of cases of contested election, and other matters involving the action of the State Department; and at the commencement of the school year the precise status of each school officer would be ascertained.

Fifth. That a law be passed to prevent the overcrowding of school houses, and defining the number of cubic feet of air allotted to each scholar.

My acknowledgments are due, and hereby tendered to the public press of the county for notices of school meetings and items of educational interest published gratuitously; and to trustees, teachers and the Department of Public Instruction, for courtesies received, I am under obligations.

Very respectfully,
C. HENRY KING, M.D.,
School Commissioner.

STAPLETON, November 15, 1881.

ROCKLAND COUNTY.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—I respectfully submit my third annual report in relation to the public schools of this county.

During the past year, I have made seventy-two official visits and examined over two hundred and thirty classes in the various branches of study usually pursued in this commissioner district. Two examinations for teachers' certificates were held during the year, one in December, 1880, and one in June, 1881. The applicants numbered

seventy-six; fifteen received the first grade, seventeen the second; twenty-seven the third, and eleven the primary grade. Six failed entirely, their average running below sixty per cent.

This commissioner district is composed of forty-seven school districts in which ninety-one teachers are employed. Twenty-three of those are Normal graduates; nine held State certificates and the remainder are licensed by local officers.

One new and comfortable building has been erected in district No. 12, town of Ramapo.

The "teachers' institute" was held at Haverstraw for one week commencing Monday, May 30, and ending June 3, 1881. Professor Francis P. Lantry, of Manlius, N. Y., conducted the exercises, assisted by Professor R. E. Post, of Ithaca, N. Y., two very able, amiable and pleasant conductors. The number of teachers present was sixty-four—thirty-four males and thirty females. Six applicants for admission to the State Normal school at Albany were granted.

The compulsory enactment is a total failure as far as my experience extends in this county. A large number of our teachers are professionals, having followed teaching for a number of years. I look upon them as being pre-eminently the leading stars of our future generation. They are the mainspring and stay of the whole fabric of education. The time will come and must come when the labors of such instructors of youth will be appreciated by the good judgment and common sense of our American people. It is true, there are a few who do not devote themselves to the work as good and faithful teachers should do, but they are only exceptions. In my last report a suggestion was given in regard to the use of library money. The necessity that brought into existence the district school libraries, about thirty years ago, has passed away. The large amount of reading matter, the number of public and Sabbath school libraries are now so readily obtained, and are accessible in almost any village in our county.

I would again make the suggestion that all moneys appropriated for libraries be expended for globes, maps, dictionaries (especially medium size), and such apparatus as will be required in our public schools for practical purposes.

For many favors received, the Department will please accept my sincere thanks.

Respectful yours,

WM. VAN WAGENEN,

School Commissioner.

RAMAPO, December 12, 1881.

ST. LAWRENCE COUNTY — THIRD DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — The condition and wants of the schools under my jurisdiction have changed but little during the past year.

What I said last year is mostly true to-day.

Some schools are better than they were last year, while others are not as good, on account of having poorer teachers employed.

Several new school-houses have been built in my district, and I think better ones than those built last year.

Miss Hattie Leete has started a Kindergarten in Potsdam, which I think is a step in the right direction, and I hope will be a success.

I think that we ought to look at the school question from a business standpoint. If we want any business to prosper, we get persons to conduct it who thoroughly understand that same business.

It seems to me that we violate this principle very often in our school work, especially in our country districts, and I hear like complaints from our city superintendents.

Let us see what kind of teachers are at work in our district school-houses. Do they thoroughly understand the business of teaching? I think not. A very large majority of them understand but a small part of the business, and we have no reason to expect that it will be well done.

Why do we have so many poor teachers? Because there is a demand for them. Often have I been asked by trustees, "Where can I find a young teacher, one that will work for low wages, as our school will be very small."

Do the trustees thoroughly understand the business? In case of a large majority of them, they do not. Most of them have given the matter of teaching and teachers no thought for years, and never visit the schools under their care. I know some trustees who cannot read or write.

Why do we have so many poor trustees? Again, I answer from a business standpoint, because there is a demand for them. Many of our districts will not keep a trustee in office who will hire a good teacher, because the district will have to be taxed to pay him. With an active, intelligent trustee, one who thoroughly understands his business, a district is quite sure of a good teacher and a good school.

These facts plainly show some of the wants of our schools.

We want better teachers, and trustees who will employ them and pay fair wages. It is more easy to point out the wants than to tell how to supply them.

I think there will have to be more legislation, giving more power to school officers, or requiring higher qualifications in order to be eligible for the same.

I think the township system, as it is called, would place our schools in better hands. A larger demand for good work would follow, and our teachers would awaken to the necessity for more thorough preparation.

There are exceptions to the above named state of things, and we have intelligent, active trustees, who employ good teachers, and good schools follow, but we want more of this kind.

I would not take a gloomy view of school matters, yet it is better to look the facts squarely in the face and see what can be done, while I am ever ready to help on the work in any way that those who are more able than I, may suggest.

Respectfully yours,

L. L. GOODALE,
School Commissioner.

POTSDAM, December 12, 1881.

ST. LAWRENCE COUNTY — OGDENSBURG.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In addition to the financial and statistical report already forwarded, I beg leave to submit this necessarily brief statement.

Called unexpectedly a few weeks before the commencement of the present school year to take charge of the schools of this city; and having, in addition to the duties of supervision, the responsibility of organizing a new high school, I am not able to speak with the knowledge and assurance that I desire of "the condition and wants of the schools under my jurisdiction." I am happy to report that I find an earnest and capable corps of teachers, most of them having been for a long time connected with the schools.

The schools have been for several years under the direction of experienced school officers and are in an efficient and progressive state. There is also a manifest interest among the community upon the general subject of education; which gives much encouragement and hope for the future.

By a comparison of the financial and statistical reports for the school years ending September 30, 1880, and September 30, 1881, it will be seen that the value of school sites is \$1,000 greater in 1881 than in 1880; the value of school buildings is \$14,000 greater; that the total expenditure for all school purposes increased \$7,142.02; and that the amount paid for teachers' wages correspondingly increased. Also that while the number of children of school age, as reported by the census enumerator, is less in 1881 than in 1880, the total and average attendance is greater. The number of male teachers is four more, and the whole number of teachers three more in 1881 than in 1880.

Ogdensburg academy, after a lapse of twenty-two years, was reopened the 12th of September last. Twenty-two years ago the academy building burned. The erection of a new town hall or opera house, one of the most elegant and complete structures of the kind in the State outside the city of New York, opened the way for the reopening of the academy. The board of education owned the site upon which the new town hall stands. This was exchanged for the old town hall and an adjoining lot. The old hall, one of the most thoroughly constructed buildings in the city, has been converted into a high school building. A beautiful and appropriate tower has been erected and the building entirely remodeled and converted into a convenient and well-arranged school structure, furnished with most approved modern school furniture and appliances for heating and ventilation, and is in all respects one of the best academic school buildings in northern New York. The institution is in possession of a well-selected library, containing about 3,600 volumes. Arrangements are being made for securing, in addition to material on hand, an ample philosophical and chemical apparatus.

There are now two hundred students enrolled in the academy. Classes have been organized in the higher mathematics, in the natural sciences and in the ancient and modern languages. There are forty

studying French; a class is beginning Latin, numbering fifty-seven. Instruction in vocal music is given to the entire school by a competent master. The courses of study will embrace a college preparatory, an English and an optional course.

The school is free to actual residents and tax payers of the city. The public schools have heretofore been divided into primary, secondary, and intermediate or grammar departments. The primary schools are divided into three grades. Two years work is included in each of these grades; also two years work in the secondary schools. At the opening of the high school the grammar school was discontinued.

The course of instruction in the grammar school embraced not only subjects belonging to an intermediate school, but also subjects belonging to a high school course. In the absence of a high school this was a necessity. It also necessitated the crowding of too much work into the primary and secondary departments. There is now an opportunity and a necessity for readjusting the work in these grades and for reopening the grammar school department.

With a judicial revision of the courses of instruction in these grades and a proper connection of the work in this school to the work in the high school, the city of Ogdensburg will be in possession of a complete system of schools. The school accommodations are excellent and sufficient for her local wants and for the accommodation of surrounding towns in need of academic instruction.

Very truly yours,

BARNEY WHITNEY,
Superintendent.

OGDENSBURG, December 15, 1881.

SARATOGA COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I have the pleasure to submit the following report.

There has been no change since my last report, the number of school districts in this commissioner district remaining the same, viz. 105 having houses in this county, and 4 joint, making a total of 109.

The condition of the schools in a general view is, I think, commendable. Believing as I do that the metal out of which the schools are made varies but little from year to year (allowing in a broad sense that we as a people are growing wiser and better), the advancing standard of the school depends more upon the teacher than the pupil. Impelled by these facts it has been my earnest effort in the work of examination, to grant licenses only to those who in my judgment possessed not only the requisite literary qualification, but what I consider quite as important a qualification in a teacher of youth, a native fitness for the profession, *i. e.*, the possession of the mental magnetism that will

stimulate in the mind of the pupil not only a desire to learn, but will develop the faculty as well.

The private schools and academies in this commissioner district eliciting mention are four, viz.: Mechanicville academy, which under the supervision of its worthy preceptress, not only sustains its well-established reputation, but is, I think, increasing in popularity.

The Charlton academy, which until the past year has retrograded into an apology for a school, has, under the superior management of Miss Mary E. Callegahan, been restored to a degree of excellence equal to, if not to exceed its condition when under the direction of the popular instructor, Rev. J. M. Crocker.

Miss Belle James at Jonesville, and Mrs. Young at West Milton are conducting successful schools in their respective places.

The union schools, of which there are four, are in excellent condition; No. 6, Stillwater, has within the past year secured services of a competent teacher, Mr. J. H. Lawten, who comes among us with a good record.

Briefly stated, the common schools of this commissioner district are in a healthy and prosperous condition; one new house has been built in the past year, and others repaired.

Under the subject of improvements of our school system I would most earnestly advocate the abolishment of the trustee system of local supervision, and recommend in its stead the establishing of a town board in which should be vested virtually the same power as now is in the hands of the trustees.

Two institutes have been held in the county during the past year, one in December last at Ballston, conducted by Profs. John Kennedy and R. E. Post, the other at Saratoga, in September, conducted by Profs. Francis P. Lantry and Charles T. Pooler. Ever during my work as commissioner it has been my earnest endeavor to enlist the officers and patrons as well as teachers in the interest of institutes, and I am much gratified to assert that there is a growing interest on every side in favor of the cause.

Thanking the Department for the many past favors, I am,

Yours respectfully,

W. L. HOYT,

School Commissioner.

CHARLTON, *December 24, 1881.*

SCHOHARIE COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—For a written report of the condition and wants of the schools in the first commissioner district of Schoharie county, with other matter relating to the cause of education, I would respectfully submit the following :

Of the finances of the district for the past year, I would report that the amount of school moneys reported by the trustees of all of the school districts composing this commissioner district, as on hand at the commencement of the last school year, was \$571.59. The amount apportioned to the districts, by the commissioners, from the funds set apart by the State for school purposes, was \$11,698. The amount raised by tax levied and assessed upon the property of the district was \$9,004.08. The estimated value of the teachers' board in the districts in which the teachers boarded around among the inhabitants of the districts, during the year, or some portions thereof, was \$5,187.35. No school district in this commissioner district is reported to have received any income from the use or sale of gospel or school lands. From all other sources not named, there was received for the benefit of the schools the sum of \$420.47. From these figures, it will be observed, that the whole amount of money received from all sources, during the past year, for school purposes, was the sum of \$26,881.49. There was paid out of the amount aforesaid, for teachers' wages, during the year, \$21,762.38; for libraries, \$13.11; for school apparatus, \$38.85; for colored schools, \$105; for school-houses, sites, fences, out-houses, repairs, furniture, etc., \$2,809.38; for all other incidental expenses, such as fuel, cleaning school-houses, etc., \$1,752.30; and the amount reported as remaining in the hands, or subject to the orders of the trustees of the several districts unexpended on the first day of October, 1881, was \$400.47; which sums, when taken together, make up the sum of \$26,881.49, the amount received from all sources for the year. The amount of money received for school purposes in this district, during the last school year, was greater than that which was received for the same purposes, during the previous year, by the sum of \$2,230.83. Of this sum, \$125.68 was of the increase in the amount of public moneys apportioned, and the balance necessary to make up the sum constituting the difference, was raised by tax in the districts.

The amount paid out for teachers' wages in this district during the last year was greater by \$699.22 than was that which was paid for the same purpose during the previous year. The amount of money that was expended upon the libraries of the school district during the last year, was \$2.96 less than was the amount that was paid therefor during the preceding year. The amount of library money apportioned among 112 school districts, lying wholly or partly in this commissioner district, during the past year, was \$171.33; and of this sum, only \$13.11 was expended for the purchase of books, the purpose for which it was designed. So far as this commissioner district is concerned, and I have reasons to believe that all the other districts in the State are, in the matter of school libraries and library money, very much like this, it seems to me to be not only a thankless but a useless task, for the State to set apart, and the commissioner to apportion among the school districts, for library purposes, a sum of money so small, that were it apportioned among the districts of this commissioner district equally, the amount for each would be but about \$1.50. The amount is so small that the trustee cannot buy with it a single book respectable in size and quality; and, so taking into account the small sum of money, the inferior book he would be able to buy

with it, and the trouble he would be put to in making the purchase of a book that would cost just the sum that he had to expend, he very naturally comes to the determination, that he will use this fund in another way, allowed by law, for the payment of teachers' wages. For these, and for other reasons that might be given, I am of the opinion that the law under which the library money is apportioned and used should be so amended as to make it unlawful to use any portion of the library fund for any purpose except for the purchase of books; and also to increase this fund to a respectable sum for each school district, or that the laws under which this sum is set apart and apportioned be repealed, and all of the school moneys be apportioned for the payment of teachers' wages.

During the past year, for school apparatus, there was paid out in this district \$5.79 more than was paid out for the same purpose during the previous year. In my judgment the amount of money expended for this purpose during the past year, and, indeed, for many years, is entirely too small. In but few of the school-rooms in this commissioner district, when making my official visits, have I found school apparatus of a kind, and to an amount sufficient to illustrate and make plain to the sense of sight the facts that should be made prominent in school-room life concerning place, extent and motion. In but few of the school-rooms have I found a globe of any kind, or outline maps, to illustrate the earth, its surface, or the things pertaining thereto. I have found quite a number that were not supplied with a dictionary, or chart of any kind. I have sympathized with the teachers and scholars who were deprived of these necessities of the school-room, and have suggested to and urged upon the trustees and inhabitants of the districts the propriety and necessity of furnishing their school-rooms with apparatus that will simplify and make plain many things that without the use of apparatus would not be easily understood, nor be long remembered by the pupils. In some districts these suggestions have been heeded; but in too many instances the inhabitants have neglected to authorize their trustees to purchase the same, by not voting an appropriation therefor. I think if the power to furnish the school-room with a certain amount of school apparatus were vested in the trustees of the districts, they would be better supplied than they are under existing circumstances. I would, therefore, suggest that it might be wise, and be the means of securing more and better apparatus for the use of the school-rooms, to amend the school law so as to give the trustee the power of his own motion, or with the consent of the commissioner of the district, to purchase in any one year school apparatus not to exceed a certain fixed sum in value. Under existing laws, the trustee has no power to furnish any apparatus for the use of the school, except he be authorized to do so by the inhabitants of the district, at an annual or special meeting. At the annual meeting the new trustee is elected, who is not generally very familiar with the wants of the school, the duties of his office, or the laws pertaining thereto; and the question of school apparatus is apt to be overlooked at the annual meeting, after the election of officers and the transaction of routine business; and, when the trustee is informed as to what is needed, and what steps must be taken to get it, the annual meeting has passed, and he hesitates to

trouble himself and others to the extent that he must necessarily do, in order to hold a special meeting of the inhabitants of the district. For these reasons, the purchase of necessary apparatus is often delayed in cases where the trustee of his own accord, or at the instance of the commissioner, would provide the same, had he the power to do so.

There is but one school in this district that is devoted exclusively to the education of colored children; and the expenses connected with it are the same during the past as they were during the previous year.

For school-houses, sites, fences, out-houses, repairs, furniture, etc., the amount of money expended during the past year exceeds that which was expended for the same things during the year 1880, by the sum of \$1,405.30.

It is more than double the amount that was paid out for these purposes during the previous year; and yet these figures show only the amount that was actually expended up to the end of the school year; whereas, several new school-houses have been built in this commissioner district, since that time, and several old ones have been repaired to quite an extent, and at some considerable expense. When compared with figures of former years, the figures under this head, for the past year, appear quite well.

For all other incidental expenses, the amount of money paid out during the year was greater by \$105.08, than was that which was paid out, for the same purposes, during the previous year.

While the financial showing of this commissioner district for the year 1881 is not quite as we would be pleased to have it, yet it presents a very respectable appearance, when it is compared with those of former years. It shows that as the financial condition of the country generally becomes better, and more interest is awakened among the inhabitants in regard to education, the districts raise, and wisely expend more money, for the support of schools, and for school purposes.

Of the 102 school districts which have their school-houses in this commissioner district, there were 101 in which school was taught during the past year. In one district the number of children of school age was so small, and they were so situated, as to the school-houses in the adjoining district, that for the time being it was thought best to employ no teacher in that district, but to send the children to the schools of the adjoining districts.

The number of licensed teachers employed at the same time for at least 28 weeks, during the past year, in this commissioner district, was 108; being one less in number than were so employed during the previous year.

There were employed in teaching in the schools in this commissioner district, at the same time, in one school district, six teachers; in three districts, two teachers each; and in 96 districts, one teacher in each during the past year.

The number of children between five and twenty-one years of age, residing in this commissioner district, on the 30th day of September, 1881, was 5,033; being 83 less in number than were reported for the year 1880. The following are the numbers of children by towns: Blenheim, 394; Broome, 502; Conesville, 391; Wright, 529; Gilboa, 641; Middleburgh, 1,052; Schoharie, 988, and Esperance, 536.

Five private schools were reported for the year, that were attended by 143 pupils. These figures show one less in number of these schools, and 21 less in the number of pupils who attended them, than were reported for the previous year.

These schools are located in the larger villages, and have generally been taught by competent and worthy teachers; but the existence of these schools is largely due to the limited capacities, and to the crowded state of the public schools as they now exist, and the absence of that which should be an object of the greatest pride and solicitude in every large village, a graded public school, of high character, and well sustained.

The average number of weeks during which school was taught, in the school districts of this commissioner district, during the past year, was 33; a slight increase over the average of the previous year. I am inclined to the opinion that the recent change in the school law in regard to the apportionment of the school moneys, upon a basis of 140 days school for the year, will have a tendency to increase the number of weeks of school that will be taught during the coming year.

The whole number of teachers employed in the schools of this district, during some portion of the last school year, was 203. Of these, 89 were males, and 114 were females.

Three of the teachers so employed were graduates of the Normal school; three were licensed to teach by the Superintendent of Public Instruction; and the remaining 197 taught under licenses granted to them by commissioners. These figures in regard to teachers are substantially the same as were those of the preceding year.

In the matter of competency and ability to teach, I am quite willing to compare the teachers who have taught in this district, during the past year, with those whom they have succeeded. Perfection I do not claim for any of them, some of them might, and really ought to possess more and better qualifications than they actually do; but from my observations taken on visiting their schools, their general appearance at the institute and elsewhere, and also from the opinions of the conductors of institutes of large acquaintance, in this and other parts of the State, I am of the opinion, that as a body of teachers, they will compare quite favorably with the teachers of other commissioner districts.

The whole number of children that attended the district schools during some portion of the last school year was 3,944, being 205 less than the number of those who attended during the previous year. The whole number of days' attendance was 324,733. The average number of days' attendance at each school was 3,215.

The average daily attendance on all of the schools was 1,887, and the average attendance upon each school was eighteen. The number of days' attendance upon the schools of the district, during the past year, is less by 19,588 days than the number for the year 1880, and the average attendance decreased to the number of 126. This falling off in attendance, and also in average attendance, can be fully accounted for by the fact that during the past year there were a less number of children of school age by eighty-three, residing in the district, than were so doing during the year preceding.

The number of volumes reported to be in the libraries of this district

at the end of the year was 3,814; and their estimated value \$1,476. In fifty-five districts there are book cases for their libraries; and in forty-six there are none. The average number of books in each library is thirty-eight volumes; and their average value less than \$15. The decrease in the number of volumes during the past year was 307; and in value \$43. These facts and figures are submitted as additional reasons for the recommendations hereinbefore made in regard to libraries and the money apportioned therefor.

The number of school-houses in this district is 103; being the same number that was reported in former years. Two of these are built of brick, all the others are frame buildings. The school-house sites are valued at \$7,102; and the school-houses and sites are valued at \$42,165; being an increase in value of \$1,952 over the value of the same kind of property as reported for the previous year.

The assessed value of the taxable property of the district is \$3,292,161. From these figures it will be observed that in this commissioner district there is \$8.37 worth of school property to every child of school age, and that there is for every such child taxable property valued at \$654.

All the public schools in this district are common except the union free school at Schoharie. This school was organized some years ago; and soon after its organization established for itself a good reputation, and by reason of the tact and good sense of its officers, and the competent and efficient corps of teachers who have been employed therein, it has well preserved that reputation that was previously well earned. I would recommend the establishment of, and hope the time may be not far distant, when other schools of the character, and as well conducted as this, may be established in other villages in this commissioner district. I recognize the fact that there are many other schools in this district that are taught by qualified and excellent teachers, in comfortable school-rooms, with many advantages, adapted to comfort, and for the requirement of a practical education; but, conceding all this, it must be admitted that in the matter of schools and education, as in all practical business enterprises, a concentration of capital, thought, and effort, for a single purpose, and a proper and orderly arrangement of these forces will produce greater and more profitable results than they would or could do were these elements of strength scattered and ill directed. A single teacher in a large school, composed of pupils of all sizes, ages, and stages of advancement, promiscuously mingled in a single school-room, cannot instruct these pupils so thoroughly and well, and they will not so rapidly advance in their studies as they would were they graded according to their ability and stages of advancement, and roomed and recited with those who were as nearly as they might be their equals. By this arrangement, the pupils would not disturb one another, and the teacher would be able to occupy more time in the class-room in teaching a large class of pupils, properly graded, than he could do were they not graded, but were of ability so different as to require separate hearings. In communities not thickly settled, where there are but few children, it would be impracticable to employ more than one teacher, or to have more than one school-room; but in villages, where there are children of sufficient number to require several district or private schools for their

accommodation, it seems to me, that it would be the practice of a wise economy to concentrate the efforts and money that are scattered in maintaining the several schools, and establish and sustain one larger, and that would furnish better opportunities.

Of the school districts in this commissioner district, during the past year, 87 had one trustee; three had two trustees; ten had three trustees; and one had six trustees each. No changes have been made in school-house sites, except that important additions have been made to some old sites by the purchase of adjoining lands. In 97 school districts, the district owns the land upon which the school-house stands; in four it does not. About 22 acres of land are used for school-house sites; which would make the average site contain about 35 rods. Only two of the school-houses are separated from the highway by a fence.

In the matter of necessary out-buildings, the trustees and inhabitants of quite a number of school districts are not as thoughtful and provident of the wants and comfort of their children when at school as when at home. Wherever the children are, their sense of delicacy and comfort should be respected and cared for; and especially when collected together in large numbers at school, the propriety and necessity of suitable and convenient out-buildings ought not for a moment to be overlooked or neglected. In 71 school districts the teachers boarded around during the past year, and in 30 they did not.

The average wages that were paid per week to each teacher during the year was, for the winter term, \$6.36; and for the summer term, \$5, including board. The wages paid during the past year were substantially the same as those that were paid during the previous year.

In the greater number of the districts the teachers are fairly paid, but in some instances an increase in wages would procure the services of better teachers, and improve the schools; but in this district, seldom have I found a teacher that I thought did not try to and did not succeed pretty well in earning the wages that were paid. On the other hand, I have sometimes found teachers of good ability, who really earned more than was paid to them, and who would have taught better schools for better wages.

A teacher needs to be not only well fed, but properly clothed, and fair wages would not only drive want from his door, but would be an incentive to the teacher to arouse the dormant powers of his or her nature, and would bring into more active and vigorous exercise the better qualities of the mind and heart. In this district, only two school districts paid their teacher wages during the time they were attending the teachers' institute in the past year, and the amount so paid was \$67.85. These figures are accounted for by the fact that only one institute was held in the county during the year, and that during the month of October, after the close of the summer and before the commencement of the winter term of school in nearly all of the districts; and in some other districts the teachers closed their schools for the week and attended the institute, but made no charges against the districts for the time so spent.

The number of pupils who attended the schools in this district during the past year, who were under five or over 21 years of age, was 41, being three less than was the number of the same class of pupils who attended during the previous year. From these figures and from those

previously given, I am fully convinced, that if the children of school age in this district would as scrupulously and as generally attend the schools while of school age as those who are not of school age abstain from attending the same, the average attendance upon the schools would be much larger than it has ever been. I have never discouraged the attendance upon the schools of any well-disposed persons, for the simple reason that they were past the school age. I have been pleased to meet such persons at the schools, and to speak to them a kind and encouraging word, and I think it would be well if a greater number of this class of persons, whose education was for any cause neglected in their younger days, would, during such portions of the time as their respective circumstances would allow them to do so, attend the schools, and as patient, obedient and interested pupils set good examples for others to follow, and also acquire a store of practical knowledge, the necessity and importance of which, people see when they enter upon the practical affairs of life, in a clearer light than they did when they saw with youthful eyes. I would advise all persons not only to improve their time while in the school-room, but also to remain there for so long a time as their circumstances would allow them to do so. As a general rule, in these days, people too early in life outgrow the schools and complete their education. Better be a student later in life than remain always ignorant.

All of the school districts, except five, used their library money for the payment of teachers' wages. The amount so used was \$165.03; being the whole amount apportioned, except the sum of \$6.30. These facts will be taken and used in connection with facts heretofore given, and the recommendations concerning libraries and library moneys.

As the appropriations for district libraries grow less, and the number of books increase in private libraries, at the homes of the children, the public libraries are neglected, and the small sums of money appropriated therefor are used for other purposes.

During the last school year, and up to the date of this report three new school-houses have been built in different districts, which is a gain of two over the number for the previous year; and, in several other districts, valuable and important additions and improvements have been made to and about the school buildings. Of this kind of work, I think I may safely say, more has been done in this district, during the past, than any previous year, for a long time.

These facts speak well of the enterprise and good sense of the inhabitants of the district, and that the advice of their commissioner has not been disregarded.

I would again ask the inhabitants and officers of the school districts to examine into the condition of their school property, and to try to put and keep it in good condition, so that the school-houses and their surroundings will be as comfortable and pleasant for the purpose for which they are designed, as are the children's own homes. I consider it to be unwise, and very poor economy, on the part of parents, to send children from comfortable and pleasant homes, to dilapidated old school-houses, in which to pass the pleasant and most important period of their lives. By doing this the children are made uncomfortable, and when so situated, they can make but little improvement. A child that is suffering from cold or dampness is in no better condition to learn

than it would be were it hungry ; and a child that is not comfortably seated is in no condition to make rapid progress in the acquisition of knowledge. Besides being serious hindrances to the acquirements of an education, these things are frequently the means of sowing the seeds of disease in the body of the child, that shorten life, or seriously impair the ability and activities of both mind and body in after years. I believe it to be the part of wisdom and true economy, to have the school-houses and their surroundings compare favorably, in all things that conduce to comfort and convenience, with the homes of the children, the churches, and other public buildings in the neighborhood. In the matter of the improvement of school property, I hope and trust that the inhabitants of this district will not get weary in the ways of well doing, but that, in after years, the improvements made will be even greater than those that have been made in this.

In all the school districts the teachers verified the registers, except one.

In 79 districts the trustees keep a record in the district book of their transactions as trustees, and in 22 they do not.

Only 79 of the 101 districts are supplied with a copy of the Code of Public Instruction ; and that of the edition of 1868. In view of these facts, and of the many changes that have been made in the school laws since that edition was issued, it seems to me the Legislature of the State would do a wise act by making an appropriation of money for the purpose, and sufficient in amount to place in the hands of the trustees of every school district in the State a copy of the new and revised edition of the Code of Public Instruction.

The law designed to secure a uniformity of text-books in the schools has not been strictly lived up to ; and it is no uncommon thing to find a variety of text-books in the same school. The reading books that were used in the schools in this district during the past year were named and used as follows : Independent Series in 56 districts ; National Series, in 53 districts ; Sanders' in 12 ; American Educational in three ; Analytical in four ; Wilson's in one ; and Appleton's Series in one district. Spelling books were used, of the kinds and in the number of districts, as follows : Independent in 54 districts ; National in 31 ; Sanders' in 25 ; Swinton's in five ; Analytical in three ; and Patterson's in one district. The following are the names of the text-books on arithmetic and the number of districts in which each was used : Davies & Peck's in 41 districts ; Thompson's in 43 ; Robinson's in 26 ; Davies in 30 ; French's in two ; Stoddard's in one ; Perkins' in one ; and Felter's in one district. On grammar the text-books used were : Clark's in 42 districts ; Brown's in 45 ; Smith's in two ; Kerl's in five ; Swinton's in four ; Quackenboss' in one ; Alden's in one ; Reed & Kellogg's in one ; Green's in one ; Harper's in one ; and Bullion's in one district. On geography, the text-books used were Monteith's in 95 districts ; McNally's in 12 ; Colton & Fitch's in three ; Swinton's in two ; Warren's in one ; National in one ; and Harper's in one district. On history, the text-books used were : Barnes' in 45 districts ; Reidpath's in three ; Anderson's in two ; and Swinton's in one district. Algebra was taught in 18 districts, and the text-books used were : Davies' in eight and Robinson's in eleven districts. Book-keeping was taught in six districts, and the text-books used were : Bryant & Stratton's in four ;

Groesbeck's in one; and Palmer's in one district. Botany was taught in three districts, and the text-books were: Wood's in one district; Youmans' in one; and Steele's in one district. Philosophy was taught in six districts, and the text-books were: Quackenbos' in one district; Steele's in four; and Wells' in one district. Geometry was taught in two districts, and the text-book used was Davies' Legendre. In but one district were taught astronomy, geology and chemistry, and the text-books used were Steele's. In two districts the ancient languages were taught, and in but one were taught the higher mathematics, except as before stated.

From the 30th day of September, 1880, to the date of this report, I have issued licenses to teach in this commissioner district, of the first grade, 63; of the second grade, 68; and of the third grade, 56—in all, 187. During my term of office, I have issued to teachers licenses to the number of 483. These were divided as follows: 102 of the first grade; 228 of the second grade, and 153 of the third grade. In each year, during the month of March, I have passed one day in each of the towns in this district, in holding examinations of applicants for a license, of which due and timely notice was previously given by notices in the county papers. The examinations were partly written and partly oral. This subject was so fully discussed in my former reports that I need not repeat my methods and reasons therefor in this paper.

During the past year, I have made 191 visits at the schools; visiting every public school in this commissioner district. I visited ninety-one different schools during the winter term, being all of the public schools in the district except nine; and these were not visited by me during that term, for the reason, that they were closed when I reached their respective neighborhoods for the purpose of visiting them. During the summer term, I visited 100 different schools, being every one of the public schools in this district that had a summer term. As commissioner, I have, during the past three years, made 565 visits at the schools. In making these visits, I sought to impress upon the minds of the teachers, pupils and the inhabitants of the district, that I was among them for the purpose of promoting the school interests; and, that while they were doing well, they would receive encouragement from me; but that when they were not doing well, they might expect rebuke and criticism. If the teacher were in earnest and were properly instructing and managing the school, I always had for him or her a word of commendation and approval; but, if the teacher did not do as well as I thought he or she ought to do, under existing circumstances, I would do or say something that would call that teacher's attention to these defects, and would kindly suggest the best remedies that might come to my mind.

Of the pupils, I have frequently asked questions concerning their studies, and have talked to them in as pleasant and attractive a way as I could; encouraging them in their efforts to acquire an education, by showing them some of the advantages that the educated person has over the ignorant one, and what habits of thought and action they should now seek to form. I have encouraged teachers in teaching, and the pupils in learning those things that will be of the greatest practical use and advantage to them in after life; and have endeav-

ored to increase their knowledge of school matters, and their interest in the cause of education. I have also conversed with the inhabitants of the districts concerning the schools and the school property; and have endeavored to correct any false impressions which they may have received in regard to these things; and also to awaken in them a deeper interest in these institutions of learning, which are the hope of the country, are near to their homes, and should be nearer to their hearts. I have encouraged the circulation of school journals and school literature of all kinds; and have published my annual written report each year in the newspapers of the district, and, I think, I may safely say that the people of this district were never better informed in regard to the schools and school interests than they are at the present time.

The teachers' institute for this county was held at Schoharie during the week commencing October 31, 1881, and was one of the largest, best conducted, and most successful institutes that have ever been held in the county. The number of teachers in attendance was 252. Of these, 112 were males and 140 were females. The number of teachers in attendance was on Monday, 120; Tuesday, 204; Wednesday, 242; Thursday, 244; and on Friday, 223; making the whole number of days' attendance, 1,033. The average daily attendance was 207; being of males 91, and of females 116. The number of terms taught by all of these teachers was 1,268; and those taught by males was 756; and by females 512; making the average number of terms taught by males 6.75, and by females 3.64; and the average for all teachers, 5.03. The institute was conducted by Professors Kennedy and Pooler, who, by their winning ways, early gained the attention and good will of all in attendance, and by their superior tact in imparting to others that practical knowledge with which their own minds were so well stored, succeeded in making this institute a grand success; and also succeeded in making valuable additions to their formerly well-earned reputations as institute conductors. All persons who attended were interested and instructed; and at its close returned to their homes and to their schools with many new and practical ideas in regard to education and the recent and improved methods of instructing the youth. I am of the opinion that none of the moneys appropriated by the State, for educational purposes, are the means of accomplishing a greater amount of good in proportion to the sum expended than are those that are used to pay the expenses of teachers' institutes. Their influence is not confined to the teachers and the school-room; but extends to all of the homes and domestic circles of the county.

In addition to the suggestions already made in regard to school law, I would say, that it seems to me that it would be well to amend section 9, chapter 264 of the Laws of 1879, so as to clearly define what constitutes a school term. This section prohibits the sole trustee of a district from hiring a teacher to teach the school beyond the close of the school term commencing next preceding the expiration of his term of office. It does not define what shall constitute a term; but leaves it an open question for trustees and inhabitants of districts to construe or to misconstrue, according to their own individual habits of thought or inclination, and is the source of much annoyance. The amendment proposed would put an end to much trouble arising from this oversight of the law-making power.

I have ever been cordially received by the teachers at the schools; and in all my official relations with them they have been respectful and attentive to my wishes; and as they have had my best counsel in the past they now have my best wishes for their future success.

Of the pupils in the schools, I have only pleasing recollections; their bright eyes and pleasant faces will not easily be forgotten; and I cherish the hope that there awaits them in time to come much of success and happiness.

The inhabitants of the district have been kind and hospitable; and at their homes I have always been welcomed and well entertained; and I would be ungrateful did I not in public and in private make due acknowledgments thereof, and return to them my sincere thanks.

The newspapers of the district have generously offered the use of their columns for the publication of my school notices and reports; and have been kind in their language concerning me and my official acts; for all of which I feel grateful, and hope that the pleasant things that they said have been merited by me, and that their proprietors and readers both have derived pleasure and profit from the school literature therein contained.

From the Department of Public Instruction, I have ever received kind and honorable treatment; every request that I have made of it has been promptly and cheerfully granted; and every official paper and act of mine, so far as I know, has met with its cordial approval.

Of the many pleasant acquaintances that I have formed while holding the office of commissioner, none have been more pleasant, nor will be longer or more kindly remembered, than those of Mr. Gilmour and the persons connected with his office.

Very respectfully yours,

WILLIAM H. ALBRO,
School Commissioner.

MIDDLEBURGH, December 13, 1881.

SCHUYLER COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of October 20, 1881, for special report with reference to the condition of educational work in Schuyler county, the following is respectfully submitted.

This commissioner district is composed of eight towns embracing one hundred and eleven school districts having school-houses in this county. During the past year, I have engaged in no business except the duties pertaining to my office. I have made one hundred and forty-three official visits to the schools under my jurisdiction, and should have visited all the schools twice, had not sickness and the inclemency of the weather prevented.

During my visits to the schools, I have observed that, although the grade of teaching in this county, on the average, is very low, and much below what it ought to be, yet there is some encouragement presented in the fact that I have invariably found teachers doing better and more effective work in their schools than at my former visits. At every opportunity presented, I am in the habit of urging teachers to gather suggestions for improving their methods of presenting the subjects taught in their schools—to gather from institutes—to gather from books, and from all sources that may come within their reach. It has been my invariable practice, during my official visit, to watch carefully for errors in method, organization or school management and economy, and call the teacher's attention to the defect, if found, and endeavor, from results of personal experience, to show them a better way by a practical application then and there. I have received testimony in many cases, that quite a revolution has been effected in a short time by adopting suggestions made during these official visits.

The visit of the school commissioner, in the rural districts especially, is a matter of large moment to the children and youth in attendance. His visits, necessarily *few* in number during the year, are generally regarded as *the* event of importance transpiring during the term; consequently the prudent commissioner can make it the grand occasion for implanting good impressions upon the moral natures of his youthful auditors, and if these lessons given on such occasions are properly adapted to the child mind, and judiciously illustrated to meet the purpose in view, there is no doubt that results may be produced that will not only tell in the greater degree of good order and deportment in the schools, but give a wholesome vent to the moral forces in the after years.

During the past year, I have given attention, as I had opportunity, to the subject of improvement of school-houses, with the following result :

The last log school-house in Schuyler county,

“ Old and full of years
As well as urchins' sighs and tears,”

has at last succumbed to time and the demands for the improvements of an enlightened age. On the same grounds where the old structure stood, the good people of the district have erected a comfortable and commodious frame building, and generously supplied it with all the requisites of a modern school-house, not, however, without strong objections on the part of the minority. There is one other new frame building erected during the year, and to be occupied during the coming winter. The people of this district at a special meeting held last spring decided to change their school-house site. There were of course objections to the place proposed, and ill feeling engendered in the neighborhood, but the majority acted wisely in removing from one side of the district to a point nearly central, and from the top of a bleak hill to a comfortably located

corner lot on lower land. In four districts quite extensive repairs have been made on the old structures, which will put them in good condition, and with the addition of patent furniture will make pleasant and attractive school-houses. There are several old school-houses in the county that will probably give place to new structures during the coming year. The subject has been thoroughly discussed in the several districts in which the dilapidated structures are situated, and the people have the alternative placed before them, either to do the business themselves or await the action of the commissioner and supervisor.

UNION SCHOOLS.

There are two union schools in this district, one at Watkins, in the towns of Dix and Reading, occupying three buildings, two of wood and one brick, and employing eleven teachers, and having an enrollment of about 600 pupils. Under the management of Prof. S. S. Johnson, the school has attained a high degree of efficiency. The board of education is composed of earnest men, who are liberal in their expenditure of money to meet all the wants involved in attaining as high a degree of efficiency as possible.

The district was organized as a union school by special act of the Legislature, passed in 1863. Passing through various trials and vicissitudes in its early history, it has at last emerged from its troubles and embarrassments, and is now enjoying a well-merited popularity. The other union school is located at Havana, in the town of Montour, occupying one frame building, and employing four teachers, with an enrollment of about one hundred and thirty. It was organized as a union school, under the general law, in 1880. It has a board of education consisting of six members. The change from an ordinary district school having one trustee to the present form is proving very beneficial to the educational interests in that district. Cook academy being located in the same village, and having a primary department maintained therein, has detracted largely from the interest that otherwise might have been manifested in the welfare and growing efficiency of the district school.

Now, under the new organization, and with a board of education and visiting committee full of zeal for an enlarged efficiency under the new order of things, the old contempt is rapidly disappearing, and the families that have heretofore been patrons of the primary department in the academy are mostly becoming patrons of the union school.

The school is thoroughly graded, and those that take the full course receive a diploma that entitles them to be received into a certain grade in the academy.

EXAMINATIONS.

At my first examination of teachers, held in March, 1880, I was much surprised at the low degree of the intelligence manifest among

the applicants. I did not wish to be abruptly revolutionary, and, therefore, drew the line as near the point of propriety, as the circumstances of the case, in my judgment, seemed to admit. At the same time I informed the applicants that at future examinations I should expect a greater degree of proficiency in the branches taught in the common schools to entitle them to certificates.

The lesson has been largely heeded, and although I have changed the standard three times since, I find that teachers, who are in earnest in their profession, are gradually bringing themselves up to a better degree of efficiency in their educational attainments. Those that have manifested no desire for improvement have been dropped from the list, and their places supplied by those that are willing to become *teachers*, instead of *keepers* of school.

My examinations are mainly written from series of printed questions, changed twice a year, and gradually working to a higher point and broader plane. The questions in the various branches—spelling, reading, elementary sounds, definitions, school law, civil government, United States history, mathematical, physical, and political geography, English grammar and analysis, arithmetic and methods, ranged in number from ten to thirty, and usually require a whole day of solid work to complete the course. I hear occasionally that my examinations are considered quite severe; but, in my judgment, they are yet much below a proper standard, by which the *real* teacher ought to be measured. I do not indorse the certificates of neighboring commissioners, thinking it better that each commissioner should become acquainted with his teachers by personal examinations.

THE SOURCE OF LICENSE.

The more I canvass the subject of “whence shall the license proceed,” the more I become convinced of the propriety, and the stern necessity, in order to establish a uniformity in the proper fitting of the instrumentalities that are placed in charge of the dearest and most valuable interests of the Empire State, that all questions used for the examination of teachers be sent from the Department, or the Board of Regents, and the answers be returned to the office whence the questions issued. In order that there be no collusion between commissioner and teachers during the examination, I would suggest that questions be sent to commissioners once or twice in each year, in sealed packages, and, at least, two neighboring commissioners be in attendance during the session to watch proceedings, and assist in dispatching the answers, as made, to the proper Department. A circular issued at the same time could give full information as to what would be required in the next examination.

By this plan, or something similar, it seems to me that the educational force in the State might be rendered nearer a unit in its efficiency in teaching and managing the schools placed under its charge.

TOWNSHIP SYSTEM.

Experience in the use of any system becomes necessary before we can correctly decide with reference to its utility or worthlessness. The plan of dividing the State into school districts, and placing trustees in charge of them, to attend to the educational interests of the inhabitants embraced within certain defined limits has been tried for many years, and the efficiency of the plan for the purpose contemplated has become notoriously void of meeting the end sought to be attained by the law creating the system. From personal knowledge and observation, I find that the office of school district trustee is one that scarcely any inhabitant of a district wishes to hold, unless there happens to be some neighborhood difference of opinion growing out of school matters, then men frequently become eager aspirants for the humble office, seemingly for the sole purpose of meting out punishment to a neighbor who has dared to hold an opinion that conflicts with his own. The present law contemplates that the trustee shall give some attention to the general workings of the school under his charge. But as a general rule he succeeds in shirking all responsibility in school matters beyond the mere routine of hiring as cheap a teacher as can be selected from the applicants, and providing the other absolute necessities for maintaining school for the number of weeks requisite for obtaining the public money. It is a very rare occurrence that a trustee finds himself a visitor at the district school. The trustee is generally a man more noted for his ignorance than scholastic abilities, consequently he is incapable of performing many of the duties imposed by law. Out of this system and the instrumentalities employed there is coming no increasing good to the children of the State, but rather a continued policy of penuriousness on the part of the inhabitants through their district officers to starve education from the rural schools. There is another evil growing out of the district system. There is scarcely a neighborhood that circumstances have forced to the conclusion that there is an imperative necessity for repairing the school-house or building a new one that has not had measured out to it a long and bitter contest, creating, it may be, life-long enemies, a sad spectacle to contemplate and a deplorable circumstance that no financial considerations can outweigh.

In the place of this I would suggest the following:

1st. Place all the school interests of small towns under the supervision and control of a board of education composed of five competent men, who shall have full charge of all the business of the school districts in the town, such as building, repairing and equipping school-houses for comfort and convenience, hiring teachers, etc., and the tax therefor, and the tax for the excess of teachers' wages above the public money to be levied by the said board upon the entire property of the town, and the tax added to the tax list of said town.

2d. Large towns to be divided, leaving to each district not more than sixty-four square miles.

3d. The board of education to be elected by the people of the town, and paid a stipulated sum per day for the actual time employed in attending to their duties.

4th. The board to hold sessions at stated times for consultation with the school commissioner, and as often at other times as circumstances shall demand, shall also visit the schools under their charge as often as once in each term.

The brief outline of the plan given above is suggested merely as a general view of a system that might be elaborated upon this basis, and put into practical execution with large benefit to the school interests of the rural districts of the State.

Thanking the Department for courtesies extended, I am,

Very respectfully yours,

A. C. HUFF,

School Commissioner.

WATKINS, *November 15, 1881.*

SUFFOLK COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I beg leave to submit, in addition to my statistical and financial reports, the following statement of the condition of school affairs under my supervision.

The condition of the schools in this commissioner district, in the main, is good, and it is a source of gratification to me to believe that there has been a gradual and steady degree of improvement, both in the condition of the schools and in the general interest manifested in educational matters by the inhabitants of the district during my term of office. Many of the schools, more especially in the sparsely settled portions of my district, have been supplied with better teachers, and the houses improved in condition. I hope much more will be done in this direction.

One of the most serious evils in the working of the present system, it seems to me, is the very common inaccuracy of the trustees' annual reports. In making out my annual report this year, I was obliged to return several of the trustees' reports for the correction of errors that I knew existed; two I had to return twice, and one I had to drive sixteen miles to get and then make out myself.

These reports forming as they do the basis of all money apportionments, and in fact, of all school legislation and superintendence, it is of the highest importance that they should be correct and reliable, and I have spared no pains, effort, labor or expense to have them made so. I find it a very common feeling among trustees

(sometimes very emphatically expressed), that, as they receive nothing for all the time and annoyance involved in their duties as trustees, they cannot afford to give much time and attention to them. Every trustee, and every public officer in my estimation, should be paid for their services, and then held to a strict account for the proper and faithful performance of the duties devolving upon them. The public generally are very ungrateful for the labors of love done in their behalf. I have performed very many in various directions, but have had less fault found or censure bestowed where I had been well paid, than where it had been performed without fee or reward.

Several years ago in one village district, on my own motion a vote was passed almost unanimously, to pay the clerk twenty-five dollars per annum for his services. This could not be legally levied and paid, his services were needed, no one else would accept it, and he was paid in a similar manner as the disciples of Bacchus in one Maine-law town secure their accustomed beverages, or the dealers in spirituous liquors a few years ago purchased their stock at less than the government tax. The law is now changed in so far as one district is concerned, the same clerk now receives fifty dollars per annum, and his money is as well earned as any teacher in the school earns his salary. As much pleasure and gratification as it affords me to be elected, I would not have accepted it if I were not to be paid for my services, every dollar of which I received I believe I fairly and fully earned.

Although the whirligig of politics has called my associate as well as myself to retire again to private life, I am not in favor of the appointment of school officers, more especially school commissioners. The people of our county at least are too well informed and intelligent to nominate unworthy men, and are sensible enough to regard politics in school affairs as a secondary consideration and vote for the one who in their judgment will fill the office most acceptably. If a change is desirable in the manner of nominating and electing school commissioners, the best that I can suggest or know of would be to let the trustees of each commissioner district meet on a particular day in some convenient place and make a selection. As the trustees of the various districts are of all shades of politics they could not but disregard political considerations, and would select such a man as would best co-operate with them in the performance of their duties.

One of the most unpleasant duties in my official position that I have had to contend against is in the granting of certificates. I know that in some instances I have refused to grant a certificate when perhaps I ought to have done so, and in other instances have granted them when I ought not to have done so. Human nature is confessedly weak, and I am but a specimen. True "'tis glorious to have a lion's strength," but how many as well as myself are weak, and how many innocent of "having done those things we ought not to have done, and left undone those which we ought to have done." Certificates should be granted only by a board consisting of not more

than five, of which the commissioner should be chairman, and examinations for licenses be held at stated times and places. This would relieve the commissioner of many embarrassments, and prevent the application and acceptance of many who are too young in years and experience to be invested with the power to teach.

The migratory character of our teachers is another disability, and as they go from school to school resemble more a company of tramps than educators. They alone are not, however, entirely to blame and generally cannot avoid it. I was reminded of this last week while in attendance at the South Side Teachers' Association held in the village of Islip. Three years ago I attended a meeting of the same association, in the same place, and about the same time of year. Of the large number present there were but five who were present three years ago. Over seventy per cent. of the teachers on the South Side have changed during the past three years, a few only having changed their occupation, but very many their locality. Those at the present time engaged, I consider collectively to be as good a corps of teachers as are to be found in any part of the State.

For the promotion of the cause of education, the teachers' associations of our county are doing noble work, and again I repeat my desire that under certain specified rules and conditions they should receive encouragement, aid and support from the State.

From the first day of my term up to the present time I have devoted all the time possible to the work before me. No man could labor with a purer motive or with a stronger desire to faithfully discharge any accepted trust, yet I know I have made some mistakes either through ignorance or a neglect to carefully investigate all the information accessible upon the subject. I have endeavored to the best of my ability to do the labor required of me and meet with all the requirements of the position. How well I have succeeded in accomplishing my object, I leave an intelligent public to decide. I have found many, very many friends, and have formed many pleasant acquaintances among teachers and scholars, trustees and patrons, and it is with a degree of sadness that I have been compelled (but not by the voice of the people) to sever many of these delightful and profitable associations.

My successor in office is a young man of very superior education to myself, and is highly esteemed and regarded in the locality where he resides and is best known. Hoping that he may be able to meet with better success than I have done, and that his term of office may pass as pleasantly as mine has done, I remain,

Very respectfully yours,

JUSTUS ROE,

School Commissioner.

PATCHOGUE, *December 17, 1881.*

SULLIVAN COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR. — I submit the following report relative to the schools of my commissioner district.

The whole amount of money expended for all school purposes within the school year ending September 30, 1881, was \$27,382.90. Of this sum, \$12,404.31 was derived from the State apportionment of school moneys, and \$14,978.59 was raised by the districts upon taxable property within their limits. This is an excess of \$1,174.71 over the year ending September 30, 1880; \$20,890.80 was expended for teachers' wages; 4,468 children of school age have attended district schools some portion of the year. Under the head of statistics relating to compulsory education the trustees report 2,547 children between eight and fourteen years of age residing in the commissioner district September 30. Of this number, they report 2,266 as having attended the district school fourteen weeks during the year preceding, and ninety-two as having attended private schools, or having received instruction at home, leaving 189 without the advantages that it was the object of the compulsory education act to furnish to them. No attempt has been made to enforce the compulsory law, either by the arrest of truants or vagrants, or by the prosecution of parents, guardians or employees for its violation.

While there has been some improvement visible it has been confined to particular schools. There has not been such a general advance in educational matters as ought to be witnessed in a year of prosperity in all the different branches of business. The present pernicious trustee system too often bars the road to any continued and sustained progress. In many rural districts the schools are managed entirely in the interests of grudging and parsimonious tax payers. Persons, who are utterly unfitted by their ignorance and avarice, are chosen trustees, and intrusted with interests more valuable to the people of that neighborhood or district than those which belong to any other office whether in the town, county, State or Nation. The teachers' office is often put up and sold to the lowest bidder. Every plan to save expense that can be conceived in minds fertile in the expedients of meanness is resorted to.

The teachers' institute for this county was held in September, at Monticello. It was under the instruction of Profs. John A. Kennedy and Henry C. Northam, both of whom gave excellent satisfaction to the teachers in attendance. Twelve years experience as a commissioner have caused me to place a high value upon institutes as a means of preparing teachers by instructing them in the best methods of teaching, and encouraging them to aim at better qualifications for their work.

In my report for last year, I suggested certain changes in the school law of the State. I take liberty of renewing some of them.

I. The appointment of school commissioners by the board of supervisors of the county, or the supervisors representing the towns composing the commissioner district.

II. The appointment of trustees by the commissioners, or by the commissioner, supervisor, and town clerk of the town.

III. The examination and licensing of all teachers by a board composed of the institute instructors assigned by duty in the county, and the commissioners of the county. First grade certificates granted by the board to be valid for the State. Second grade certificates to be limited to the county. All examinations to be held at the time of the annual institute.

IV. Begin the school year at the 1st of August, or the 1st of September instead of the 1st of October. This would be a great advantage for two reasons: Many schools commence the winter term as early as September, and when an outgoing trustee employs a teacher for the winter term, and opens his school before the annual meeting, it sometimes leads to confusion and fault-finding that seriously injures the school. Having the school year end in the summer vacation would allow time for the annual meetings to be held, and preparation to be made for the fall and winter terms. It would give time for commissioners to get correct reports from trustees.

V. Make it the duty of boards of supervisors to levy a tax on each town for the support of schools. The money so raised to equal the last apportionment of State funds, and to be distributed among the districts upon the basis of the number of children and the average attendance in the same manner as the public money is now apportioned.

Respectfully submitted,

CHAS. BARNUM,

School Commissioner.

MONTICELLO, *November 30, 1881.*

TIOGA COUNTY.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In accordance with instructions received from the Department, the following report is respectfully submitted.

On the 15th of June I was appointed to fill a vacancy, caused by the resignation of Henry W. Childs.

My term of office commencing, as it did, at the close of the sum-

mer term, the few schools in session during the heated months of July and August were in the rural districts, and are not, I trust, a fair sample of the condition of education in my district.

During September, the remainder of the school year, better opportunities were afforded for estimating the character of the work.

Candidates for licenses have submitted to a written, supplemented by an oral, examination, comprehending the subjects taught in common schools; also eliciting their knowledge of current events, methods in instruction and discipline. Of the number applying, 315 were licensed, of which 66 were males. During the school year my predecessor and myself made 189 visits, 53 of which were made by me.

The general condition of the public schools in this commissioner district is good. A large portion of the schools are supplied with earnest and competent teachers, who are faithfully performing the work allotted to them, though I regret to say that several worthy teachers are laboring under the disadvantages arising from poorly-constructed, poorly-ventilated and dilapidated school-houses, with a limited supply of school apparatus and other conveniences essential for the comfort and general welfare of the teacher and pupils.

There are four academies, and three union schools in this county. The academies are located at Owego, Waverly, Candor and Spencer. A large teachers' class was organized in the Waverly academy the present year, under the instruction of Prof. H. H. Hutton. I wish particularly to notice the excellent condition of the departments under his supervision, and the success of teachers trained by him.

The teachers' institute for this county was held in Owego, commencing August 8, and continuing one week. The exercises were ably conducted by Prof. F. P. Lantry with Prof. R. E. Post, associate. The attendance was large, and the results satisfactory to conductors, and certainly to the two hundred and eight teachers present. Particular attention was given to primary instruction, and it is pleasing to observe that teachers are availing themselves of knowledge gained at the institutes to make this department more practical, and consequently more interesting to their pupils. The institutes have steadily grown in public favor as manifested by the willingness of trustees to allow teachers their time while attending, and the great interest shown by friends of education in general.

The public sentiment concerning Normal schools is favorable, especially where normal methods can be effectually used. In academies, union schools and villages, normal teachers are preferred; but the unwillingness of trustees in rural districts to advance the compensation of trained and experienced teachers sufficiently, has kept from these schools many who have fitted themselves in Normal schools.

TOWNSHIP SYSTEM.

Of the 11,263 school districts in the State, there are probably

10,000 which are not properly described in the books of the town clerk. To properly describe these, it will necessitate an actual survey of each district, which will entail an expense of at least \$150,000. Added to this the fact that each school commissioner makes five changes in his district, making a total of 560 changes a year, and that each of these alterations can rarely be made except by the assistance of a surveyor, it follows that the cost of describing district boundaries is no inconsiderable item. There are many towns along the lines of railroads which are burdened by a large indebtedness caused thereby. This burden is shared by districts which reap no benefits in the way of school tax from said roads, and yet they are the districts which have the least valuation, while the rich valley land through which these lines are run are wealthy in comparison. By adopting the township system, the expense of describing districts will be avoided, the annoyance and expense of making frequent changes in districts will be obviated, and each district will participate in the benefits of railroad tax.

Every trustee of village schools not organized as union free schools, has labored under the disadvantage of his inability to employ a teacher at the first of September for the coming year. The incoming officer finds that the better class of teachers has been secured, and that their own teacher whom they are desirous of retaining has accepted a position elsewhere rather than to risk the uncertainties of the next school meeting. The result is that a village district is powerless to retain a teacher who would gladly remain if he could be assured the position. This evil will cease to exist if the school year end June 30, and the annual meetings be held the second Tuesday in July in each district, then the several trustees so elected should constitute a town board organized in much the same way that boards of education in cities now exist.

With thanks to the Department for favors, I am,

Most respectfully, yours,

LEONARD O. EASTMAN,

School Commissioner.

OWEGO, November 29, 1881.

TOMPKINS COUNTY — SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

Sir.— I have the pleasure of reporting that the schools of this district are generally in a prosperous condition, and as a rule the patrons are progressive; occasionally, however, there is shown a disposition to look backwards as in one district, where one year ago, after having a single trustee for a time the people were induced to return to

the three trustee system, the result being a disagreement among the trustees over employing teachers, and a nearly worthless school. If the Legislature would be induced to provide for and make imperative the election of only *one* trustee in all of the *common school* districts it would be a step in the right direction. It seems to me also that a change in the school year from September 30 to June 30 would be an advantageous one, as the schools are growing into the practice of having a vacation about that time of year.

With many thanks for the courtesies and favors received from your Department, I remain,

Most respectfully, yours,

S. L. HOWE,

School Commissioner.

McLEAN, *November* 30, 1881.

ULSTER COUNTY — FIRST DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I respectfully submit, in addition to my abstract, an account of the condition of the schools under my charge.

There are in this commissioner district 45 school districts, employing 116 teachers. The whole population of school age is reported at 12,324, of whom 7,352 were enrolled as pupils for at least a part of the school year.

The average daily attendance for apportionment is 5,945.816. To fill the 116 positions, there have been employed during the year 141 teachers, showing that in some of the schools the plan of changing teachers every six months still prevails; but I am happy to state that there is a growing sentiment in favor of the best teachers, better wages, and a permanent position, which in the end means better schools. Of the whole number of teachers employed, 12 hold State certificates, 16 are Normal graduates, and 113 were licensed by myself.

In addition to the amount of money apportioned by the State, the district has raised by tax for school purposes \$39,661.41.

The teachers' association organized in this district three years ago still holds monthly sessions which are generally well attended, and the different methods of presenting different branches of study are discussed with profit to all. It can be plainly noticed in visiting the schools that the teachers who identify themselves with, and are active in these associations are doing the best work.

The teachers' institute in and for this county was held at New Paltz, commencing November 14, and had an attendance of 100 teachers. The teachers expressed themselves as pleased with the week's work, and I believe they will go back to their work with a new impetus which will show itself in better school-room work. The one thing to be most regretted is that out of the 350 teachers in active service so small a proportion was in attendance. It seems to me that the value of these institutes cannot be overestimated, and if two sessions a year could be held, I think the results would be gratifying.

During the past year, two new school buildings have been erected; one at Wilbur (No. 1), and the other in the Kingston consolidated district. When finished this district will have five excellent school buildings, four of which are heated by steam, and all having the necessary apparatus as aids in successful school work. Taking the schools in this district as a whole, the outlook is gratifying. Teachers are feeling more and more the importance of their profession; that they are the educators and trainers of the men and women of the future. There is a growing disposition among them to be better fitted for their calling, consequently they are giving more time to study and school-room preparation, that they may have richer stores from which to draw truths, as well as learning the best methods of presenting those truths.

Thanking you for your kindness and patience in receiving and replying to the correspondence I have been compelled to use during my term of office which is now drawing to a close, I remain,

Yours with respect,

WM. E. MOWER,

School Commissioner.

SAUGERTIES, November 25, 1881.

ULSTER COUNTY — SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—In obedience to your instructions, I submit the following report.

After the resignation of Dr. H. M. Bauscher on the first of August last, I was appointed by Hon. William Lawton, judge of this county, as his successor for the balance of his term.

Having held the office for so short a time, I have not a great deal to report, but would say that I have been through all the nine towns of my district on school business, and have visited a large number of the schools.

As I held the office for three years, commencing in 1858, I can make some comparison of the schools at present with those of two years ago, and I am pleased to say that I see a marked improvement.

In the first place I find the standard of teachers' qualifications much higher than it was then; and secondly, that they understand the theory of teaching much better—hence are better practical teachers. I find an improvement also in the school-houses while we have some that are old and dilapidated; there is a number of new ones that would be an honor to any county in the State. The houses that are large, well-built, well-furnished, and in every way adapted for school purposes, and having sites that are large and pleasant. And I hope the time is not far distant, when the old house by the roadside will be a thing of the past.

Our teachers' institute, held at New Paltz in November last, was a success; while it was not as well attended as we might wish, I think it did a noble work.

All were pleased and profited by the instructions of the two lecturers, and the evening lectures, the last of which was given by our State Superintendent, Hon. Neil Gilmore. I only wish I could hear him oftener.

As I have just been elected for a full term, I hope to be re-elected another year, if I live, to give you a more full and elaborate report.

With many thanks for the kindness of our State Superintendent and of my people, I remain,

Your most obedient servant,

ETHAN PARROTT,
School Commissioner

MILTON, December 1, 1881.

WASHINGTON COUNTY—FIRST DISTRICT.

HON. NEIL GILMORE,

Superintendent of Public Instruction:

SIR.—I respectfully submit the following special report.

Small-pox.—By comparing the average daily attendance for the year 1880 with the average daily attendance of 1881, it will be seen that this commissioner's district will not get a fair share of the money apportioned to Washington county on average attendance, especially the towns of Fort Edward, Jackson and Salem, on account of the small-pox raging during the winter term. The poor health of the town of Jackson and Salem closed the schools in those towns for several weeks, but when they were opened again the attendance was very light. The whole number of children bet

five and twenty-one years of age in this commissioner district in 1880 was 7,398. The whole number in 1881 was 7,326. The total average attendance for 1880 was 3,182.116, and for 1881 was 3,001.959, leaving a deficiency of 180.157 days. Assuming that the average attendance quota will be the same this year that it was last per pupil, it will make a difference of some \$300, and most all of that amount will fall on the town of Salem and on a few school districts in the immediate vicinity where the small-pox raged. The town board of Salem audited over \$2,000 for expenses incurred by the board of health on account of small-pox. The town of Jackson \$535. District No. 11, town of Salem, in 1880 had an average attendance of 43.063 days; in 1881 it only had an average attendance of 13.793 days, leaving a deficiency of 29.27 days; this multiplied by \$1.60, the average attendance quota per pupil for 1881, gives \$46.83, that district No. 11 will draw less in 1882 than in 1881, on average attendance. In view of these facts I hope you will see fit to grant a certain amount from the contingent fund to aid these districts justly entitled and worthy of it. During the year, in my public examinations there were 228 teachers present, of whom 52 failed to make the required standard.

Apportionment.—In regard to the amendment passed last winter to find the average attendance for apportionment by dividing by 140, I am satisfied that the graded schools will receive the lion's share, and the weak common schools will be left poorer than ever. The right thing to do is simply to equalize the terms of the common and graded schools by legislation. When Abraham Lincoln issued his famous emancipation proclamation he did an act that will form the brightest page in his whole life's history for all time. So will it be with whoever frames a bill and has it legalized by the Legislature, equalizing the length of the terms of the common and graded schools of this great Empire State.

Improvements.—In the Greenwich graded school district the number of pupils has increased so that it has become necessary to enlarge the building by annexing a brick wing two stories, and 65 feet in length, at a cost of \$4,500. Putnam Institute, in the town of White Creek, has been repaired at a cost of \$1,700. District No. 11, town of Salem, has expended over \$1,000 in repairs. District No. 13, town of Greenwich, is building a new school-house, plenty large enough to accommodate the children of the district. District No. 8, town of Fort Edward, has purchased a new site, and has commenced building a new house. Many other districts have made more or less repairs that were necessary.

Fort Edward Collegiate Institute.—I have just had the pleasure of spending two days visiting this celebrated institution, although not under my jurisdiction. It is located within the limits of this commissioner district in the pleasant village of Fort Edward.

The grounds contain eleven acres. The original buildings were erected in 1854, costing \$80,000, and were burned in 1877. During the time the institute occupied the old buildings, it enrolled over

10,000 names, representing thirty-three States and other nationalities. The new building occupies three sides of a quadrangle, presenting three fronts of four stories each; the south 153 feet, the east 140 feet and the west front 80 feet; the roof is Mansard, having four gothic towers. The chapel, 50 by 72 feet, is superfine. The principal's house near main building, and of similar architecture, two stories with Mansard roof and towers, is 42 by 75 feet. The two buildings combined are models in every respect for the purposes for which they were erected. From the impression I received during my visit, I conclude positively that Fort Edward Collegiate Institute, as an educational institution, stands pre-eminently above all others in Washington county, and it has very few equals in this State. Long may it prosper, and may multitudes yet unborn improve their mental faculties within its walls.

Yours truly,

H. T. HEDGES,

School Commissioner.

SHUSHAN, *December 20, 1881.*

WESTCHESTER COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — Prior to the annexation of the towns of Morrisania, West Farms and Kings Bridge to the city of New York, in 1873, the first school commissioner district of Westchester county consisted of those towns, together with Eastchester, Westchester and Yonkers.

As the Legislature failed at that time to redistrict Westchester county and has not done so since, the school commissioner district aforesaid has, until last summer, consisted of the three towns last named above.

This year, the Legislature has made the city of Yonkers a separate school commissioner district; hence the district of which I have at present the honor of being school commissioner consists of only two towns — Eastchester and Westchester — in which there are nine school districts, fifteen schools, sixty-one teachers, and an average attendance of 1,757.

In the second school commissioner district of this county there are eleven towns, fifty-four school districts, 125 teachers, and an average attendance of 3,985.

In the third school commissioner district of this county there are eight towns, eighty-three school districts, 124 teachers, and an average attendance of 3,273.

A mere statement of the foregoing facts shows the manifest inequality of the present division of the county into school commissioner districts.

Every decade the board of supervisors of this county, by virtue of the authority conferred on them by the Legislature, divide the county into assembly districts, making the same, as nearly as may be, equal in population.

I respectfully suggest, sir, that you recommend to the Legislature the enactment of a law giving the boards of supervisors of the several counties of the State the same powers respecting school commissioner districts which they now have respecting assembly districts. The gross inequalities of which the school commissioner districts of this county furnish an excellent example could then be corrected without rendering an act of the Legislature necessary in each and every instance.

The making a separate school commissioner district of the city of Yonkers renders a comparison of the totals given in my last report with those of the accompanying one deceptive and useless.

I have, therefore, taken out of last year's report the figures relating to Eastchester and Westchester, and am thus enabled to compare the statistical evidence of the condition of educational matters therein last year with that of this year.

The receipts from the State apportionment, local taxes and other sources were:

	1880.	1881.	
Eastchester	\$43,399 52	\$45,988 80	I. \$2,589 28
Westchester.....	21,011 09	18,937 52	D. 2,073 57
Total.....	<u>\$64,410 61</u>	<u>\$64,926 32</u>	<u>I. \$515 71</u>

The expenditures were:

Eastchester	\$39,407 69	\$41,574 38	I. \$2,166 69
Westchester.....	18,919 88	18,382 76	D. 537 12
Total.....	<u>\$58,327 57</u>	<u>\$59,957 14</u>	<u>I. \$1,629 57</u>

Westchester thus decreased her expenditures \$537.12, while Eastchester increased hers \$2,166.69. The average attendance in both towns was almost identically the same in both years, as is shown in the accompanying tabular reports, and the amount expended for betterments and permanent improvements in 1880 was nearly \$2,000 more than was expended in 1881. The actual current expenses of the schools in these two towns for 1880 and 1881 were as follows:

	1880.	1881.	
Eastchester	\$29,656 75	\$33,092 74	I. \$3,435 99
Westchester.....	15,821 72	15,905 05	D. 83 33
Total.....	<u>\$45,478 47</u>	<u>\$48,997 79</u>	<u>I. \$3,352 66</u>

It is to be observed in the foregoing that the receipts from taxes and other sources were in both years considerably larger than the expenditures. The excess has gone to swell the balances on hand, which now amount to \$18,228.23 in the town of Eastchester, and \$6,407.52 in the town of Westchester.

While upon these items of receipts and expenditures, I respectfully suggest that several alterations be made in the form of the blank reports sent to each school district.

1. Only the actual receipts and expenditures should be given. At present, the officers of each school district are required to report, not the amount received from taxes, but the amount levied. The difference between the taxes collected and those levied is often hundreds of dollars, and the matter is further complicated by the receipt of back taxes levied in former years.

2. In the payments there should be an item called "books and stationery." A large number of school districts furnish the text-books and stationery which the pupils use, and the amount expended therefor is so large that it should not be included in the incidental expenses.

3. Under the account of expenses for school-houses and sites, there are included sites, building or purchasing school-houses, hiring school-houses, preparing and insuring school-houses, fences, sidewalks, out-houses, and improving sites, and also furniture. I respectfully suggest that the item of furniture be connected with that of globe, maps, blackboards, etc.; that the hiring and insuring of school-houses and repairs, to replace wear and tear, be made an account by themselves, and that only permanent improvements and betterments be included in the account of school-houses and sites.

4. Lastly, the items of fuel and janitor service should be taken out of the incidentals, and made an account by themselves.

In connection with this I also suggest that no school district be permitted to use the money apportioned to it for the library, except for that purpose. I regard the library as one of the most useful features of the school, if it be well selected and well managed. A good teacher can make it a most important adjunct of the school, and of incalculable value in leading pupils to teach themselves, and acquire a taste for good reading matter.

These remarks lead me to say that the interest taken in the school-district libraries during the past year by the trustees and teachers in this school commissioner district has been very gratifying.

	Eastchester.		Westchester.		Total.	
	1880.	1881.	1880.	1881.	1880.	1881.
No. of volumes . . .	3,706	4,215	2,077	2,470	5,783	6,685

The increase has been 902, or nearly twenty per cent. in one year. Among the statistics called for there might be one of the number of books taken out of the library during the year. It would have a tendency to cause teachers and trustees to urge the pupils and people to use the books more freely.

Sixty-three teachers are now employed in this school commissioner district, of whom ten are males, and fifty-three females.

Of the ten males, three are graduates of the Normal schools of this State, three of colleges, and four of academies. Of the seven who are not Normal school graduates, one holds a State certificate; two, first-grade certificates, granted by myself; one, a first-grade certificate, granted by my predecessor; two, second-grade certificates, granted by myself, and one is licensed by the board of education of the district in which he teaches, the board being empowered by an act of the Legislature to license teachers.

Of the fifty-three females, six are graduates of the Normal schools of this State, nine of academies, and nineteen of public schools, while the other nineteen are graduates of no educational institutions whatever. There are too many young ladies teaching in the public schools, who have received no more instruction than is given in such schools.

Of the forty-seven who are not graduates of State Normal schools, only one holds a State certificate, and only two hold first-grade certificates, given by my predecessor. Twelve hold second-grade certificates, and fifteen hold third-grade certificates, which I have given. The other seventeen have been licensed, without any examination whatever, by the board of education of school district No. 4, town of Eastchester, by virtue of the authority conferred upon them, and previously alluded to.

I have repeatedly urged the best teachers in my district to undergo one of the examinations for a State certificate, but have found only one during the past year willing and able to make the effort.

I suggest that the State Superintendent will award State certificates not only of the first, but of the second and third grade, and will cause periodical examinations to be held of applicants for such certificates, similar to, but simpler than the examinations now held for State certificates of the first grade.

Such certificates of the second grade might be made good anywhere in the State for ten, or any number of years, or for life, and those of the third grade for a shorter period.

It will be impossible to raise the standard of requirements for a license to teach to any appreciable extent, until the licensing of teachers is placed in the hands of competent boards of examiners, and is taken away from individual commissioners, each of whom is a law unto himself, and sole judge of what is required.

The proposition to leave the supervision of the examination in the hands of the school commissioners, but to have the questions prepared by some central authority, printed and sent by mail, is one which savors too much of centralization, unification and procrusteanism to meet with my approval. The examiner and the examined should always meet face to face, as frequently, through reasonable misunderstandings of printed questions, the best applicants fail.

In so far as I could it has been my endeavor to make a license to

teach a thing not easily won. There are only two first-grade certificates outstanding which I have given, and only fourteen of the second grade. Of the fifteen teachers who hold third-grade certificates given by me, there are very few who are willing to fit themselves for a second, and some, I fear, lack the application and ability to do so.

Although the foregoing figures and statements of facts show that many of the teachers in the schools of this district are not what they should be, it is with much gratification that I declare that most of the schools in the district have made marked improvement during the past year.

In school district No. 3, of the town of Eastchester, the corps of teachers has been materially strengthened by the appointment of two Normal school graduates; and by the making of judicious changes and transfers, both the schools of the district have been much improved.

In school district No. 1, of the town of Westchester, a change in the principalship of the school has been made on account of the acceptance of a professorship by Mr. J. A. Reinhart; and in school district No. 2, of the same town, changes have been made in the principalship of both schools, Mr. John W. Furman having been promoted from the smaller to the larger school, and Mr. Charles E. Smith having been appointed to fill the vacancy caused by Mr. Furman's promotion. By none of these changes are the schools likely to suffer. The gentlemen who now fill these several positions are all competent, ambitious and full of a lively sense of the responsibilities of the positions they occupy.

The most marked, interesting and gratifying of all the changes in the schools of this commissioner district are in districts four and five of the town of Eastchester. In the grammar department of these schools—in one of which schools twenty teachers are employed, and in the other nine—each teacher is required not to teach several studies to a certain class, but certain studies to several classes.

It is generally conceded that some persons have an aptitude for mathematics, others for language, others for history, biography, travel, etc., others for elocution, others for writing, and so on. Some teachers are excellent mathematicians but poor writers, some are well posted in history but poor in elocution. It seems absurd that the good mathematician should teach mathematics only one hour a day and try to teach during the rest of the day other subjects which she is not so well fitted to teach as some other teacher in the school, especially as the latter may be a poor mathematician who is required to teach mathematics. Hence, in these two schools there has been adopted the plan of employing each teacher in those studies in which she is best fitted to teach. Accordingly, one teaches writing, another drawing, another mathematics, another history and geography, and so on. The results reported to me are most gratifying, and there is no doubt that the same plan will be adopted in other

large graded schools in this vicinity as soon as it shall have been fairly tried and tested. In one of these schools the board of education intend ere long to employ a kindergarten teacher to instruct the infant class, and in others the project is regarded with much favor. In all of the schools in this commissioner district there is a disposition to give less time to the study of English grammar, and to cut out of the course of study Latin, rhetoric and some other studies which can well be dispensed with.

Radical changes are making in the teaching of spelling, definitions and reading. Test and catch words are no longer forced into the memories of pupils by the best teachers of this district. The proper use of a word is taught first, how to spell it next, and how to define it last of all. The pupil may have learned how to use and spell a word months or years before learning how to define it. The word must become a part of his vocabulary before he needs to spell it, and he must learn the use of other words very like it before he needs a definition of it.●

The small army of elocutionists which annually scours the land is the offspring of the public school. Until recently pupils were taught that reading is elocution. The importance of teaching pupils to remember and digest what they hear or what they read to themselves or others has been almost wholly ignored. In all these matters the teachers of this district are fully up with the advanced thought of the times, and have astonished such men as Professors Johonnot and Lantry at the teachers' institutes by showing that they had already adopted the ideas these gentlemen came among us to advance.

Our teachers are also beginning to realize that too much time is taken up in teaching what little is taught in our public schools, and that much which should be taught is crowded out of the school-room because of the time wasted.

A pupil of average intelligence, ten years old, should be taught all that he need be taught of arithmetic in two years, giving the subject no more time each day than is given to it now. A pupil of average intelligence, fourteen years old, should be taught all that is now commonly taught of algebra, in one year, in three lessons a week during the school terms.

A pupil of average intelligence, ten years old, should be taught in two years all that he need be taught of political and descriptive geography, and in one year all that he need be taught in the public schools of the history of the United States.

Should the time wasted on these studies be saved, such subjects as botany, physiology, mineralogy and other natural sciences could be taught in our public schools — objectively in the lower classes and analytically in the higher.

In the graduating class of one of the schools of this district over two hundred different kinds of plants were analyzed and classified by the pupils. These plants were taken from the woods and fields in the immediate neighborhood. In another school in this county,

a small district school, the teacher offered a prize to the pupil who would bring to him, in the course of the spring and summer, the greatest number of different kinds of blossoms of wild flowers indigenous to the county. One little child only five years old brought to him over fifty, and a little girl only ten years old, who took the prize, brought in over a hundred.

What was done in these schools in the study of botany can be done in other schools just as well, and a like course in entomology or mineralogy would produce like results.

The need of providing for the instruction of the boys in the forms of manual labor required to work wood and iron, and of the girls in sewing, knitting, cooking and the like is more and more keenly felt every day. One board of education in this district has at least shown its appreciation of the need by establishing annual industrial expositions in the schools under its control, and giving prizes to those who excel. These expositions have been given annually for seven or eight years. The girls exhibit all sorts of needle-work, darning, patching, knitting, embroidery, crochet work, cake, bread and other articles of their own making, and the boys show what they have done in wood and iron and other things; collections of minerals, insects, postage stamps, etc., are also exhibited, the development of observation and classification being encouraged as well as skill in handling tools.

The results have been so encouraging as to lead other boards of education to do likewise, and also to convince all who have seen what has been done, that magnificent results would be accomplished if a little instruction could be given in the use of tools, and a few facilities for handling them afforded the pupils.

It is in this direction we are now moving, and I hope that my successor may be able, in his first annual report, to announce that the step has been taken by some one of the boards of education of this district.

These are a few of the suggestions I desire to make to those teachers who are striving to better their schools, and it is with much satisfaction that I can point to some of the schools in this commissioner district and say, there you will find these recommendations in successful operation.

Respectfully submitted,

JOSEPH S. WOOD,

School Commissioner.

MT. VERNON, *November 30, 1881.*

WESTCHESTER COUNTY—SECOND DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.—Pursuant to instructions from you, I have the honor of submitting the following report of the public school interests of this district.

It comprises eleven towns—Greenburgh, Harrison, Mt. Pleasant, Mamaroneck, North Castle, New Rochelle, Pelham, Poundridge, Rye, Scarsdale and White Plains. Number of school districts fifty-six, of which thirty-one were organized under the common school law, and twenty-three under the union free school law. The schools organized under the union free school law, are mostly situated in the larger villages, and for competent and experienced teachers will compare favorably with any other district in the State. The schools in the more sparsely settled districts are generally supervised by young, inexperienced and inefficient teachers, who have no appreciation of the wants of children, nor any well-developed method of instruction. The question arises, what is the remedy? I answer, more liberality toward teachers, or rather, more justice, and pay an equivalent for services rendered, which would insure more sensible and practical work. Yes, practical work, which I dwelt on in my report of last year. 'Tis true, we all have our hobbies, but each one should take care that his is worth riding. This one is mine, and for some reasons which I will state, the knowledge that is profitable (for young and old) is that which is reducible to practice, and any knowledge which when obtained cannot stand this test, it is questionable whether it is worth mastering. Is it not true, that the air we breathe, the water we drink, the food we eat, our physical natures, comprise lessons of hidden facts, which are not properly taught in our schools, and which should be made every one's duty to understand, and why? The preservation of health, the guarding against diseases are paramount in their importance, and of more practical use than theoretical sciences or ancient histories.

From the annual report of the "State Board of Health" for the year 1880, I find that public opinion is being aroused in the interest of sanitation. No subject of equal importance stands prior to this in regard to those having our public school system at heart. A well-defined course of instruction on all matters relating to sanitation in all of our schools would soon bring about a guaranty of public safety more readily and completely than legislation.

In respect to school sanitation in this district, I am frank to say that without a single exception the school buildings are a wretched failure, and that, however much we expect to see rapid improvement and advancement with our pupils we are doing it at a wonderful sacrifice to constitutional deterioration.

Of the many difficulties which stand in the way of advanced pro-

gress in educational work, none demand closer investigation or more immediate attention than the ventilation and heating of school buildings. Is it not true that pure air is as essential to good physical development as is the quality of the food we eat, also that good physical health is a prerequisite to a growing brain, and that the two must harmonize? Consequently a more thorough research for a harmonious system of hygiene would be of incalculable benefit to the rising generation. I have seen it stated that to be a first-class educator we must combine the knowledge of the minister and the physician with that of the school-master. To a certain extent this is true, particularly combining the physician with the school teacher.

Throughout this district, particularly in the villages, the primary departments with but few exceptions are fearfully overcrowded. It is not unusual to find seventy-five to ninety children huddled together in a room which should not be used for half that number, and we wonder when sickness breaks out among us that it spreads so quickly and so rapidly, whereas, if we considered the damage which want of ventilation does for us by the foul air in our school-rooms, causing headache, languor, peevishness, listlessness and sickness, we would awake from the lethargy which surrounds us, and secure for our children such improvements that would be of inestimable value for their present and future good.

The lack of proper school furniture in some schools is truly barbarous, and my powers have been criticized when I have demanded trustees to supply seats with backs to them for the comfort of the scholars. The demand has only been made where courtesy and common sense could not prevail.

One great obstacle in the way of better work is the meagre supply of school apparatus, the only remedy for which would be, compelling each district to provide itself with such apparatus as is well known to be necessary for the advancement of the pupils.

In this school district 125 teachers are employed, all duly licensed. Of this number, 22 have been licensed by the State Superintendent; 13 are graduates from State Normal schools, and 90 hold certificates granted by my associate commissioners and myself. It has been my desire and aim to raise the qualification of teachers to that standard which would make it a sure guaranty of more thorough and exemplary work, and my observation and experience proves to me that holders of State certificates, and Normal school graduates, make the most thorough and efficient teachers.

Our teachers' institute was held at Yonkers the last week in June, under the management of Professors Johonnot and Post. The attendance was good, the interest manifested gratifying, and the results satisfactory. I am strongly of the opinion that attendance of teachers at county institutes should be made compulsory. There are many teachers who would avail themselves of the benefits to be derived by attendance at institutes, but from the fact of offending some of their school trustees by so doing. From the

amount of money which institute work involves, amount of time expended by commissioners and others, it would seem that some more stringent measure should be employed to make them more efficient.

The visit of our State Superintendent during the institute was a source of gratification and pleasure to all who were present. His remarks were listened to with marked attention from their instructive and interesting reasoning on educational matters. We hereby return our thanks to him for his presence among us, and hope to see him next year.

Our thanks are also due to Professors Johonnot and Post for the able and instructive manner in which our institute was conducted, always promising them a hearty welcome in our midst.

I am glad to be able to report that the school-houses generally throughout this district are being improved. We have built two new houses, and others are in embryo. There seems to be a general feeling pervading this district that we must have better facilities for school work than heretofore, and as I hope this feeling will spread, I will be delighted to lend every encouragement to so laudable an end.

I can truthfully say that the outlook in my district is everywhere encouraging. Salaries of teachers are being advanced, and a very healthy condition of things subserves to make patrons and pupils, teachers and commissioner feel proud of the work done during the year. It will be my pleasure as well as my duty to do in the future as I have endeavored to do in the past, every thing for the advancement and interest of school work, without prejudice, fear or favor.

Be pleased to accept my thanks for the kind and courteous manner uniformly extended and prompt replies received from the Department, and with thanks for all, I am,

Your obedient servant,

THEO. B. STEPHENS,

School Commissioner.

TARRYTOWN, December 10, 1881.

WYOMING COUNTY — FIRST DISTRICT.

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR. — In my report of a year ago, I forwarded an "outline of study" prepared for the schools of the county. That outline has now been in operation two years. It has at no time been made compulsory, and as a consequence, has been used only as teachers and trustees have found it their interest to do so. Perhaps half of

the schools of the county have used it in part or in full, and teachers who have given it a fair trial report very satisfactory results. I am still of the opinion that could it be continued and enforced in all our district schools large gains in correct and systematic elementary education would follow.

In addition to the above, my associate commissioner and myself sent circulars to the teachers of summer schools. These circulars were on questions of importance to primary teachers, suggestions on everyday work, methods, facts relating to local geography, etc. One of our lady teachers, Miss Sada Bryson, quite astonished and captivated our teachers' association by showing it how much her little class knew of the local geography of their county. They bounded each town, told when it was settled, when organized, gave water-courses, ranges of hills, population, principal industries and productions, and many other facts which I do not now recall, facts which not a dozen grown persons present, outside of the teachers, could have given with the same fullness and accuracy.

We have held two institutes during the year. We have held them at the same place for several years. For many reasons we think this a good plan. Teachers become accustomed to the place, to its approaches and surroundings. Years ago we had to find boarding places for a large number, now we pay no attention to that matter. Most teachers have made arrangements for the week before coming to the institute. As a rule, our best teachers spend as much time as they can at the institute, and the fact that they find something that pays them to attend its daily sessions is proof that its usefulness has not departed. Institutes to the young teacher seem almost indispensable. If they do not furnish him with an outfit for his work, they at least show the necessity for one and impress upon him its importance. I know of no money paid by the State for popular education that produces better or quicker returns for the amount invested than does the money expended on teachers' institutes.

Many schools this fall had to look for teachers. The supply of first-class teachers suitable for our best winter schools has not been equal to the demand. I have advised trustees to correspond with the principals of some of our nearest Normal schools, and see if teachers could not be found in that way. Good teachers have not been compelled to leave the county to find work.

The condition of the school-houses and surroundings is constantly improving; these are better times and there is more money loose. Two new houses have been built during the year, and another is nearly ready for occupancy. Several have been well repaired. There are but a few of the really poor houses left; these I hope to see disappear soon.

I am of the opinion that we should increase our average attendance if we could have vacation in all our schools during July and August. I am thankful for the law that does not put a premium on the shortest term. Now if our lawmakers will apportion the money for going to school and not for staying at home, will make

district boundaries supersede the rights of adjoining property, and make trustees report only to the commissioner in whose district the school-house is situated we shall have the best working system with which I am acquainted.

Your obedient servant,

J. B. SMALLWOOD,
School Commissioner.

WARSAW, *December 3, 1881.*

WYOMING COUNTY -- SECOND DISTRICT.

Hon. NEIL GILMOUR,

Superintendent of Public Instruction :

SIR.— The general condition of the schools, and of school work in this commissioner district is about as stated last year.

We have ten attendants at the Normal schools to report from this district.

The Regents granted a teachers' class to Pike Seminary, also one to Castile union school. Both did a large amount of hard work. Having been a member of two teachers' classes myself, besides knowing something about other classes in this line of work, I feel reasonably well able to judge regarding the merits of these, and say very freely, that I am highly pleased with results accomplished. I know that the instructors devoted much time to the preparation of the work, and the members were deeply interested, and laid hold of each good thing presented as if determined to make it their own.

Each term I find fewer teachers following the a, b, c method with beginners.

In other things marked improvement is noticeable. We owe this improvement to the teachers' classes, institutes and Normal schools. We tried the experiment of a spring institute; it was a success. We shall ask for one next March or April.

Those who still doubt the utility of the institute must either be very wise, or else have not yet reached the plane that enables them to know *how much one needs to know, in order to know how little he knows*. The institute held in October was highly spoken of by all in attendance, so far as I am informed. My books show a record of 177 official visits made during the school year.

A new help in our work is the hektograph. By this means we have been able to mail a sheet, containing suggestions to our teachers, as often as we think advisable. I believe this thing has, on the whole, done as much good as visits made in person.

The present great prosperity of our people shows in educational

interests. More students attend the high schools; wages in district schools are better; there has been greater demand for male teachers for the coming winter term.

I am under many obligations to our people for the kindest and most considerate courtesies. The Department has never failed to respond promptly and effectively whenever I have asked advice. For this I offer hearty acknowledgments.

Very truly yours,

C. A. HALL,

School Commissioner.

GAINESVILLE, *November 30, 1881.*

YATES COUNTY

HON. NEIL GILMOUR,

Superintendent of Public Instruction:

SIR.—The educational interests of Yates county are encouraging. In making this statement I do not mean that there is no chance for improvement; but there are certain indications which tell plainly that the people are awake to the importance of this great subject. During six years, I have tried to perform faithful service as school commissioner, and it would reflect rather unfavorably upon my skill and efficiency to be obliged to say there was little interest in the cause, or that the standard of teaching and of teachers had deteriorated under my administration. Although much earnest work has been done, it has all been required, and even then, the result has at times seemed doubtful. The world has in a certain sense gone mad after the phantom of gold, and that other *ignis fatuus*, political ascendancy. In this terrible struggle after the "almighty dollar" and the spoils of office, the more sober and serious interests of moral and intellectual culture are forgotten. There are also other obstacles in the way of complete success in this department, in the fact that certain customs and habits of the people are calculated to corrupt the impressible minds of children and youth, and thereby thwart the most earnest and enthusiastic efforts of teachers, both of science and religion. This may be a peculiar view for an educator to take of this subject; but to my mind there are two classes of agents or influences at work in this world: the purpose of the one is to elevate, instruct, and benefit; the purpose of the other is to degrade, defraud, and injure. Wherever the former predominates, we discover the highest conditions of intellectual and moral development, where the latter is in the ascendancy, these high and noble interests are ignored and disregarded. It is, therefore, the work of the true reformer and philanthropist to strive for a popular

advancement in the direction of this higher life. The two grand exponents or indices to this truer and better state of society are the church and the school. From the one proceed all that pure and sacred power and influence which would reason of "sin, of righteousness and of judgment to come;" from the other we derive that intellectual discipline and training which fits a citizen to act his part with credit to himself and with profit and advantage to his fellow-men. The school, without the church would be stripped of its highest and noblest accomplishments.

For many ages these two grand agencies were co-existent and co-workers, but in course of time they have become largely separate in their fields of labor, though they are still united in their aims and purposes. The more enlightened nations have learned that their safety and success depend upon the intellectual and moral condition of the people, and from motives of self-preservation as well as philanthropy, have made large appropriations for the support of schools. In what way this outlay of means can accomplish the greatest good is the problem we have before us. Do we derive an equivalent return of instruction and progress to balance this lavish expenditure?

There are, however, some things in this world which money cannot buy. Unless the teacher has a genuine love of the work and the ability to impart knowledge, and to develop mental growth and moral power, his services, however costly, will be of little actual value.

Herein lies the key to the situation: If every teacher was a true educator and thoroughly alive to the importance of the work, there would be a new life and impetus given to this enterprise. And if, in addition to this, every parent and school official were equally well adapted to act their part, the problem would be easy of solution.

We, therefore, conclude this article by simply stating the conclusion of our argument. 1st. We need school commissioners and teachers who are in every respect qualified and enthusiastic in the work. 2d. School officers who understand their duty, and will perform it with a view to secure the largest and best results. Also patrons of schools who will manifest as much interest in the education of their children as they do in other business matters. If these things are among us and abound they will cause us to be neither barren nor unfruitful.

Then will the old, dilapidated and uncomfortable school-houses disappear, and in their stead be new and commodious ones that will be an ornament to the neighborhood and a blessing to the children.

Then will the school-keepers quietly and quickly give place to the genuine school teachers, and there will be one of the grandest revivals in education that we have seen for many a day.

I am very much cheered and thankful that in my district there are indications all along the line of this auspicious and glorious future.

Trustees are seeking the best teachers, and feel the need of secur-

ing the services of those who work for the highest and truest interests of the children. New school-houses are being built, and others repaired, to make the little ones comfortable, and enable them to work to better advantage. The popular mind is turned in the direction of these interests through the county papers, teachers' associations and teachers' institutes.

As I lay down the mighty trust for another to bear nobly onward, it is with some sense of satisfaction, at least, that my labor has not been in vain.

It would be still more gratifying if the result were far more encouraging, but I do not feel any special sense of condemnation that my duty has not been faithfully done to the best of my ability.

My wish and prayer shall ever be for the success of the schools and the highest good of the little ones they are designed to benefit. May heaven's richest blessings rest upon patrons, teachers and children, and may we all strive to make the most of life's opportunities, and at its close experience the satisfaction of knowing that we have not lived in vain.

With many thanks for the uniform kindness and respect that I have received from the Department of which you are the honored head, it shall ever be my highest pleasure and satisfaction to retain the memory of these years.

Very respectfully,

WILLIAM F. VAN TUYL,

School Commissioner.

PENN YAN, *December 1, 1881.*

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